Primary School Children of Nine AUICK Associate Cities: (from upper left) Chittagong, Weihai, Chennai, Surabaya, Kuantan, Faisalabad, Olongapo, Khon Kaen, and Danang

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A UICK Second 2005 Workshop

With the support of the United Nations Population Fund (UNFPA) and the Kobe City Government, AUICK held the Second 2005 Workshop entitled "Universalization of Primary Education for Urban Poor" in Kobe, Japan, from 13 to 23 November 2005. AUICK invited ten participants from nine AUICK Associate Cities.

BACKGROUND

The Program of Action adopted at the United Nations International Conference on Population and Development (ICPD) held in Cairo in September 1994 set numerical goals to be achieved by 2015, including the goal of universal access to primary education in all countries and the elimination of gender gap in education, and ensuring that by 2010 the net primary school enrollment ratio for children of both genders will be at least 90 percent. The Millennium Development Goals (MDGs) adopted at the United Nations General Assembly in September 2000 declares that universal primary education must be achieved, and the gender gap must be closed by 2015.

It is recognized internationally that ensuring access to primary education is not merely a private issue, but a key factor to sustainable development of society, and every government of the whole world places high priority on universalization of primary education. Primary education is well rooted especially in Asian countries, some boasting almost 100 percent in primary school enrollment rate. However, high school-enrollment rate does not necessarily translate into high school-completion rate, and there still remain problems to be addressed. In addition, the lack of access to primary education is highly serious among the urban poor, especially girls.

Today, medium-sized cities in Asia are experiencing rapid population growth. While concentration of population in urban areas can encourage economic activities and improve living conditions, it also expedites the growth of the poor strata and the deterioration in their living standards. If sustainable, healthy urban environment is to be achieved, it is necessary to implement policies focusing on the urban poor, especially women.

AIM

This workshop is focused on the issue of universal primary education, especially for the urban poor. The workshop is designed for senior city officials in charge of education. The workshop will provide the participants with basic knowledge to deepen their understanding on the issue through presentations, case studies on best practices, discussion on current states and challenges of AAsC, in association with population and development issues. The participants will learn basic knowledge and skills to develop concrete task plans which they would take back to their respective cities for possible implementation.

PARTICIPANTS

The workshop targeted the top or the second top officials of education department, from 9 selected Asian Cities: Chittagong (Bangladesh), Weihai (China), Chennai (India), Surabaya (Indonesia), Kuantan (Malaysia), Faisalabad (Pakistan), Olongapo (Philippines), Khon Kaen (Thailand), and Danang (Vietnam). Alphabetical order of country name.

Mr. Helal Uddin Ahmed  
Private Secretary to Mayor (Senior Assistant Secretary), Chittagong City Corporation, Bangladesh

Ms. Chunjie Song  
Vice-chairman, Weihai Education Society, China

Mr. Shiv Das Meena  
Joint Commissioner, Education, Revenue and Finance, Corporation of Chennai, India

Mr. Arthur Pinontoan  
Director, Education Department, Surabaya City Government, Indonesia

Mr. Saud Laktim  
Headmaster, St. Thomas Primary School, District Education of Kuantan, State Education, Malaysia

Mr. Asghar Pervaiz Cheema  
District Education Officer, District Government, Faisalabad, Pakistan

Mr. Randino Albina Ledesma  
Community Development Assistant 1, Urban Basic Services Program (UBSP-Reach-Up), Office of City Mayor, Olongapo City Government, Philippines

Mr. Suphat Laochai  
School Director, Education Administration, Education Bureau, Khon Kaen Municipality, Thailand

Mr. Huynh Van Hoa  
Director, Education and Training Department, Danang People’s Committee, Vietnam

Ms. Nguyen Thuy Anh  
Head, International Cooperation Division, Danang People’s Committee, Vietnam (Mr. Huynh Van Hoa’s interpreter)


**PROGRAM**

**Monday, 14 November**

**Morning Session**

The workshop began with opening remarks by Mr. Kazutoshi Sasayama, Chairman of AUICK. He welcomed the participants to the City of Kobe and thanked them for making the long journey from their home countries.

Mr. Sasayama outlined the general goals and itinerary of the workshop, and concluded his opening remarks by expressing his hope that each city would be able to benefit from this conference in order to provide the necessary education for all primary children regardless of gender or economic background.

Following the opening ceremony, the first presentation, "Administration Mechanism of Japan and Outline of Kobe City", was given by Mr. Nobuyuki Morimoto, Deputy Executive Director of AUICK.

Mr. Morimoto explained the central and local government system and the roles and relationship between the central government and local governments. He pointed out that the Japanese government has a huge debt, and tries to hand over more powers to local governments so as to cutback the national budgets, including the budget for primary education. He then briefed the history, features and administration of Kobe City, including the master plan.

**Afternoon Session**

Dr. Hirofumi Ando, President of AUICK, delivered a presentation on how to make an effective action plan to improve universalization of primary education for the urban poor in each city of the participants.

Dr. Ando explained that the goals of the action plan is to learn new ideas and techniques as well as how to implement them to provide quality education in each member city, especially for young women who have difficulty going to school for various reasons. The objective of the action plan is to help provide universal education for school-aged children or illiterate adults in the respective city by introducing measures learned from this workshop. Then he instructed the steps to develop an action plan.

Next, Dr. Keiichi Ogawa, Professor, Graduate School of International Cooperation Studies, Kobe University, made a presentation on "Education Policy and Economic Efficiency."

Dr. Ogawa explained the reason "Education for All (EFA)" to be advocated, stating "Education is the foundation for higher living standards and domestic societies. It is an important long-term investment in peace and development. We reaffirm the importance of literacy, numeracy, and learning, and our support for the EFA initiative." Then he outlined the chronological development for the World Conference on Education for All held in Jomtien, Thailand, in 1990 to launch of the EFA First Track Initiative (FTI) in 2002, up to now.

Dr. Ogawa referred to the current status of Africa, Asia, and other underdeveloped countries, and stated that faster progress is needed in Africa.

Dr. Ogawa concluded his presentation by explaining that the EFA-FTI added the following values in political and economic efficiency:

- Increased focus on completion and quality;
- Increased focus on system costs and sustainability;
- Policy reforms stimulated by FTI indicative framework (Mozambique, Burkina, Niger);
- Increased level of government's ownership;
- Stimulated harmonization of donor support (pooling, ceiling on construction unit costs, etc.); and
- Increased focus on capacity building of the government.
3rd Day: Tuesday, 15 November

Morning Session

Two best practices of universal primary education for the urban poor were presented by two resource persons.

First, Dr. Iftekhar Uddin Chowdhury, Professor, Department of Sociology, University of Chittagong, Bangladesh, presented the best practice in Chittagong.

Dr. Chowdhury reported that to meet the target of education for all, the Compulsory Primary Education (CPE) Act was promulgated in 1990; it was implemented in 1992 on a limited scale and has been extended throughout the country since 1993. The Primary and Mass Education Division, with the status of Ministry, was established in August 1992. It is responsible for policy formulation, planning, evaluation and execution of plans and initiating legislative measures relating to free and compulsory primary schooling for all as well as non-formal education.

To achieve the targeted literacy rate of 62 percent, the following initiatives have been identified:

- Literacy centers to be established in each village utilizing the premises of existing educational institutions;
- The Total Literacy Movement program will continue with greater participation of local people;
- Primers for illiterates and continuing education materials will be developed, printed and distributed on a continuous basis;
- Training programs for the teachers, supervisors and other personnel will continue;
- The Management Information System Unit of the Directorate of Non-formal Education will be strengthened;
- The Social Mobilization program will be strengthened for organizing intensive non-formal and adult literacy programs and for encouraging communities’ involvement in the planning and implementation of EFA programs.

To serve the needs of an increased number of students in primary schools, various programs are being implemented such as: building new schools in unschooled areas, reconstructing and rehabilitating existing government and non-government primary schools, and creating additional classrooms. Another innovative program is the Food for Education Program, which is aimed at increasing enrollment and attendance and reducing drop-out in primary schools, particularly for the children of very poor and distressed families.

Second, Mr. Shiv Das Meena, Joint Commissioner (Education), Chennai Corporation, India, made a presentation on the best practice in Chennai.

- To achieve universal primary education by 2007, well ahead of the target set by the MDGs i.e. 2010.
- To bring down the dropout rate to 4 percent by 2005-06 and to achieve Nil Dropout Rate by 2006-2007 for Primary.
- To bring down the dropout rate to 2 percent by 2005-06 and to achieve Nil Dropout Rate 2006-2007 for upper primary.
- To achieve CR of 95 percent by 2005-2006 and 100 percent by 2006-2007 for the primary level.
- To achieve CR of 96 percent by 2005-2006 and 100 percent by 2006-2007 for upper primary.
- To achieve NER of 100 percent by 2006-07, both for primary and upper primary.
- To reach 100 percent achievement level by 2006-07.

Several policy measures, programs and strategies are being adopted to achieve the goals. To achieve the declared goals, the biggest challenge is to ensure quality of education, to impart education at the primary level in such a way that it is both inclusive as well as enjoyable.

The Activity Based Learning methodology launched by Chennai Municipal Corporation (CMC) is a big step forward in this direction. However, there is a need for capacity building at all levels to make the program self-sustainable. The implementation of the Activity Based Learning methodology with the involvement of all the stakeholders namely children, parents, teachers and administrators will result in making this self-sustaining.

CMC has already initiated steps such as inviting parents for class room observation, demonstrating ABL methodology during PTA meeting etc. It will not only dispel doubts about the methodology but will improve the education environment and parents’ involvement for the better.

Afternoon Session

The participants from Weihai, Surabaya, Kuantan, and Faisalabad made presentations on their city reports.
Wednesday, 16 November

The workshop participants took a trip to Ekawa Elementary School located in Sayo-cho, Hyogo Prefecture, 110 kilometres northwest of Kobe, to observe the functioning of an elementary school in an under-populated rural area.

Sayo-cho is a municipality in a mountain-ringed region with 12 residence areas, 438 households, and 1,362 people (as of 31 March, 2004). The steep slopes occupy most of the land. Most of cultivated land forms stepped fields and the acreage per block is small. Therefore they work outside of the area for living rather than earn their living by farming and forestry.

The school was established in 1902 and the school building and gymnasium were renovated in 1990. The faculty is composed of a Principal, Vice Principal, class teachers (six for first to sixth grades, one PT for special class), one school nurse, one administrator and one school orderly. The school has 6 classes (one in each grade) and 62 students (9 in first grade, 12 in second grade, 9 in third grade, 13 in fourth grade, 6 in fifth grade, 13 in sixth grade). There were about 390 schoolchildren in the 1960s. The total number of schoolchildren is projected to be about 50 in 3 years' time.

Following the introduction of the school by Mr. Kiminobu Hasegawa, Principal of Ekawa Elementary School, the group was guided to the school gymnasium, where a welcoming ceremony was held by all the school children and faculty members.

The children sang two songs: an old Japanese traditional song "Sakura, Sakura" and a Chinese song for the participants and they exchanged some gifts as a memorial to their visit.

After the welcoming ceremony, the group enjoyed lunch together with all the school children and faculty members.

In the afternoon, the group members then took a tour of individual classes, grades one through six. The different classes were studying various topics such as science, Japanese, music, and were also using computers to study maths.

Following the tour, the participants had a meeting session with the school teachers. The topics discussed were: (a) Daily school schedule; (b) Exams and quality of education; (c) How discipline is carried out; (d) How to get the community involved; (e) How children travel to school; and (f) How teachers motivate their students.
Education, gave a presentation entitled "System of Elementary Education in Kobe and Japan." He explained the brief history, current situation and challenges of primary education in Kobe and Japan.

Mr. Suwaki referred to some controversies about education in Japan as follows:
1. The drop of children's academic achievement in terms of test results as well as learning attitude and engagement time
2. The high occurrence of absenteeism, violence and bullying
3. The decline of educational ability within family
4. The decline of students' physical stamina
5. The degradation of teachers' quality and supervisory abilities
6. The issue of decentralization of educational administration

Then, Mr. Suwaki explained the current situation of elementary education in Kobe, including the number of schools, pupils and staff, and the curriculum organization and educational materials. He pointed out that Kobe City faces the same sorts of educational issues as Japan as a whole. He concluded his presentation by stating that the Kobe City Board of Education, however, has been making efforts towards the goal of creating a firm foundation for the children of the future.

Second, Mr. Kazunori Yoshiizumi, Chief Educational Supervisor, Guidance Division, Kobe City Board of Education, made a presentation on "Elementary School Education in Practice." He explained the details of school curriculum with the example of Nagisa Elementary School, one of the municipal elementary schools located near downtown Kobe.
Third, Mr. Yoshiteru Maruichi, Manager, Program Planning & Research Division, General Affairs Department, Kobe City Board of Education, presented "Educational Financial Aid System in Kobe City." He explained about the assistance system for children who have difficulty attending elementary or junior high school for economic reasons. He noted that because of the recent economic slump and the increasing divorce rate, the number of students eligible to receive assistance has been increasing year by year.

Afternoon Session

The participants visited Kobe Municipal Nagisa Elementary School. The school was built in 1997 after the Great Hanshin Earthquake. The location used to be an industrial area covered with factories, but now is a symbol for the people of that area.

They were warmly welcomed by Principal Ms. Akiko Satani. She gave an outline of Nagisa Elementary School.

The group of participants visited several classes such as the 5th grade, where comprehensive studies included disaster prevention. The 3rd grade class was observed polishing up their creative skills by compiling a newspaper.

Next, the 4th grade P.E. class was observed playing a game invented by the teacher. A class for mentally challenged students was in session with cooking being the lesson taught. It was interesting to note that there was only one child in the class but this student was given the same attention and care as every other student. After that, the 4th grade was observed studying the Japanese language.
Back in the Conference Room of AUICK, Dr. Delia Barcelona, UNFPA Representative in Mongolia, made a presentation on "Universalization of Primary Education for the Urban Poor - UNFPA's Goals and Activities."

Dr. Barcelona explained that the UNFPA Goals include achieving universal primary education for girls and boys alike and eliminating gender disparity in primary and secondary education by 2015. She then discussed how to achieve universal primary education. She stressed that the urban poor should be paid special attention because the challenge is daunting just in terms of sheer population numbers, and impact of migration and urbanization on access and quality of social services. An alarming number of children/adolescents among the urban poor remain without an opportunity to receive formal education.

Dr. Barcelona also explained that the ICPD agenda includes advocacy for universal access to primary education especially among women and girls.

She made the following suggestions for the local government:
- Change the way development is planned and managed, especially at the level of local government
- Improve technical capacity and accountability in delivering basic social services, especially for the poor (including education, health, water and sanitation, housing, etc.)
- Strengthen and support low income groups and their organizations (e.g. improve capacities of Civil Society Organizations (CSOs) working with the urban poor)
- Encourage and support innovative initiatives
- Develop/strengthen partnerships between the local government and urban poor (improve participatory governance)
- Increase access to economic opportunities (jobs, loans, micro credit, savings and other financial means)
- Link schooling with the world of work, e.g. through night schools, or non-formal vocational oriented programs, economic cooperatives, entrepreneurship programs
- Address impact of rapid urbanization and migration
- Ensure adherence to human rights principles, particularly in dealing with needs of the poor, the most vulnerable, and the marginalized

Dr. Barcelona concluded her presentation with a quote from former UN secretary General U. Thant: "It is no longer our resources that limit our decisions: it's our decisions that limit our resources."

Friday, 18 November

Morning Session

The participants from Olongapo, Khon Kaen, and Danang made presentations on their city reports.

Afternoon Session

Dr. Krasae Chanawongse, gave a presentation on "Universalization of Primary Education for Urban Poor in Thailand" based on his experiences. Dr. Krasae is a founder of the College of Asian Scholars and former Minister for Foreign Affairs, Thailand, as well as a Thai member of AUICK International Advisory Committee (IAC).

After the presentation by Dr. Krasae, the participants visited the Great Hanshin-Awaji Earthquake Memorial Disaster Reduction and Human Renovation Institution, which was established to pass down the experience and lessons from the earthquake to future generations, and to contribute to reducing damages from future disasters. The participants learnt about the horror and devastation of the earthquake through photos, films and other materials, and they also learnt how to prepare for future disasters.

Saturday, 19 November

Morning Session

The morning session was assigned to the action plan working hours for the participants' presentation. During the session, Dr. Prem P. Talwar, Adjunct Professor, University of North Carolina, who facilitated some of the lectures during the workshop, gave briefings on how to make proper action plans.
Before the lunch break, Dr. Krasae Chanawongse delivered a valuable talk on leadership to the participants.

**Afternoon Session**

The workshop participants had a discussion on the "Role of Local Government in Primary Education," inviting four officials of Kobe City Board of Education, one principal and three teachers of Nagisa Municipal Elementary School, students of Kobe University, and two IAC members: Dr. Prem P. Talwar and Dr. Krasae Chanawongse.

Following the opening remarks by Dr. Talwar, Dr. Chanawongse chaired the brief presentation on the current status and challenges of each city by the workshop participants. Then, Dr. Talwar moderated the discussion.

The discussion centered on the following three topics of universal primary education:
1. Universal enrollment of children and reduction of dropouts.
3. Quality of primary education.

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**Sunday, 20 November**

The participants took a one-day tour of Kyoto and Osaka. They learned both past and present Japanese culture, visiting some historical sites and a shopping mall specialized in electronic products.
Monday, 21 November

A whole day was devoted to the presentation of the action plan. It was facilitated by Dr. Hirofumi Ando and Dr. Prem P. Talwar.

Tuesday, 22 November

Morning Session

Some of the participants worked on to improve their action plans.

Afternoon Session

To sum up this workshop, the participants had a meeting for review and evaluation of the overall workshop. The participants exchanged their views and opinions frankly about the workshop as a whole. Then the closing ceremony was held. Mr. Kazutoshi Sasayama honored their achievements during the workshop and handed a certificate to each of them.

After the closing ceremony, the participants visited the Kobe City Hall to pay a courtesy visit to Mr. Tatsuo Yada, Mayor of Kobe. Dr. Prem P. Talwar accompanied the workshop participants.

After the completion of the workshop program, the participants enjoyed a farewell dinner hosted by AUICK Chairman Sasayama.

REVIEW: Assessment by Participants

The workshop program was a very judicious mix of classroom sessions, field visits, for exchange of experiences and an opportunity for the participants to reflect on the education department in their own countries and where and how improvements can be brought about. This combination should continue. Exposure to field situations and case studies of best practices should receive more emphasis.

Most of the program components received very high evaluation from all the participants. In particular, they were greatly impressed with the visits to schools and learned quite a bit by their site visits and interaction they had with teachers. Through the visits to a municipal primary school in a rural sparsely inhabited area located on the outskirts of Kobe City and a municipal primary school in Kobe City, they learned that every child could receive the same education in the school facilities of the equal standard anywhere in Japan.

The discussion with the Kobe City officials in charge of primary education and primary school teachers stimulated them to tackle problems they are facing in achieving the goal of universalization of primary education especially for the urban poor.

The guidelines for action plans on universal primary education left room for improvement. The theme, "universalization of education" itself may not have been appropriate although it is one of the key goals of MDGs. Most of the participants submitted mid- to long-term action plans which take more than three years for implementation, and concrete outcome cannot be monitored within a couple of years. Some cities have no authority over universal primary education for the urban poor.

Although nobody directly commented on duration of the workshop, there was indirect suggestion of more time being required for preparation of the action plans.

Editor's Note: The details will be uploaded to the AUICK web-based database at http://www.auick.org/database/training/2005_2ws/2005_2ws.html.

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City Reports and Action Plans

During the workshop the participants made a presentation on the outline of their cities, including the current status and challenges on their primary education system. Using what they learned from the workshop and with their own invention, they also developed an action plan to promote universal primary education for the urban poor. Although their action plans are subject to the approval of the authorities concerned, the participants are expected to make effort to obtain the approval and to implement upon their return to their respective cities. This article is a summary of their city reports and action plans.

Chittagong

Mr. Helal Uddin Ahmed
Private Secretary to Mayor (Senior Assistant Secretary), Chittagong City Corporation, Bangladesh

Education System

Chittagong Municipal Committee was established in 1863. It was reconstituted as a government body, and was upgraded to Municipal Corporation in 1982, and further earned the status of City Corporation in 1990.

It is the late Nor Ahmed, former chairman of Citation Municipality who introduced compulsory free primary education program in the early 1930s. As of 1994, there were 21 high schools and 250 madrasas (religious school) run by Chittagong City Corporation (CCC). In recent years, CCC has undertaken programs to encourage people to send their children to schools. Now, CCC runs a university named Premier University, 8 female colleges, 41 secondary schools, 6 kindergartens, 2 primary schools, 5 computer colleges, 1 health technology institute, and one midwifery institute. Besides this one Homoeopathic Medical College is run by CCC. For ensuring qualitative education Teachers Training Center was also established. For eradication of illiteracy CCC established six night schools for old age education, and also set up a mass education center at a sweeper colony for the children of low cast conservancy sweepers.

The Bangladesh Government plays a vital role to help children go to primary school. There are 463 primary schools in Chittagong, including 158 government primary schools (GPS) and 158 kindergartens (KG). There are 3,080 teachers, including 1,037 GPS teachers, and 1,231 KG teachers.

In Chittagong City around 35 percent of the population is still illiterate. Though basic education is not obligatory, CCC has played a vital role for the sake of qualitative education and the expansion of educational facilities with the able leadership of its present Mayor Alhaj ABM Mohiuddin Chowdhury. His commitment towards city dwellers took various initiatives to ensure sustainable development in the education sector.

Current Status and Challenges

About 20 percent of the urban population is poor in terms of income as well as urban services. More than 60 percent of the city dwellers are migrants from the neighboring districts. Chittagong has a large number of heavy industry and commercial areas. Chittagong is economically richer than other districts. As a result the city is experiencing rapid urban growth which has resulted in a lot of problems. The floating population and street children are two of the major problems. Floating population is the poorest of the poor. About 20 percent of the floating population live in Chittagong urban area. Street children are perhaps the most vulnerable section of the society. Most of them are runaway or abandoned children. About one thirds of them are 8 to 10 years old.

To eradicate poverty among the urban poor children, the government has taken up several initiatives through different departments. The urban children generally go to primary schools run by the government or NGOs. They usually take admission at the age of 6. But at 10 they drop out from the primary schools due to poverty.
The Project on Basic Education for Hard to Reach Urban Children is implemented by the directorate of non-formal education with the support of UNICEF, SIDA (Government of Sweden) and DFID (UK). In CCC the project activity started in 1999, and currently the third and fourth phase of the project are in progress.

There has been improvement in various internal efficiency indicators of primary education in recent years. Primary cycle dropout rate has been reduced to about 30 percent. But attendance rate is still low in the city area. Achievement level has improved but at a slow speed. Improvement in quality has not kept pace with improvement in quantity. The gain has mostly been experienced by girls alone. Poor and socially handicapped families tend to send their girls to school more than their boys.

A. Objectives
1. Universalization of Primary Education
2. Improve Quality of Primary Education
3. Create new school building and other facilities
4. Enrollment should be 100 percent
5. Drop out rate reduced to 0 percent
6. Attendance rate increased
7. The involvement of out-going children with the coverage of education

B. Target Group
1. Chittagong City with a population of 3.7 million
2. In Chittagong there are only 463 total primary school including 158 Govt. Primary School
3. Net enrollment in Chittagong was found 74 percent
4. Still 26 percent of children do not go to school
5. Drop out rate was estimated to be 26 percent for boys and 28 percent for girls
6. Only 3,080 school teachers; most are not trained
7. Street children are increasing day by day
8. Many slum areas are developing

C. Proposed Measures
1. Motivation
   • Motivation to parents by Government education development
   • Motivation by public media such as TV, radio, newspapers, and cable operators
   • Motivation by public leaders
   • Motivation by social workers, religious leaders
   • Motivation by NGOs

2. Availability of Teachers
   • Trained teachers may be appointed
   • Teacher training schools may be developed / newly constructed
   • Improve teaching technique
   • Use better teaching materials
   • Friendly teachers allowed
   • Teacher-Parents relationship building
   • Salaries for teachers may be increased
   • Student-Teacher ratio should be reduced

3. Education Support activities
   • School buildings should be newly constructed according to the number of students
   • School material like school bags, pencils, books and meals should be freely supplied
   • Financial allocation from national budget should be increased
   • Financial support may be given to poor parents
   • NGOs and private schools may be encouraged

4. Other proposed measures
   • Community participation
   • Strong leadership
   • Primary education vested before the local government
   • Monitoring and supervision
   • Gender balance

D. Proposed Agent
1. Government department of education
2. City government / City corporation
3. NGOs
4. Private sectors
5. Religious missionaries

E. Adoption of Peer Counseling
1. Motivation by the NGOs
2. To provide street children with shelter and education

F. Flow Chart
1. To call a meeting for all NGOs: 1st month
2. Distribution areas of slum: 2nd month
3. Motivation of parents: 3rd and 4th month
4. Counting and compiling a list of out going school children: 3rd and 4th month
5. Establishing or sending children to nearby schools: 5th month
6. Contacting to parents and teacher: 5th and 6th month
7. Monitoring and supervision: 7th month
8. If necessary additional teacher may appointed: 7-8 month
9. If necessary financial help to the parents: 9th month
10. Evaluation of students through examination: 10th month

G. For Street Children (For each slum area)
1. Establish school (non formal and residential)
2. To make list of how many street children are in the city
3. Appoint teacher
4. Register students, 50 percent girls and 50 percent boys for each school center
5. Adopting “Earn and Learn” approach
6. Ensure proper supervision and monitoring
7. Delivering the basic education
8. Prepare them for vocational training program
CITY REPORT

Education System

The government of China is a vertical organization with the central government at the top of the pyramid, descending down to the level of the township. The government structure consists of the following in descending order: Central, Provincial, City, County, and Township.

The central government exercises macro guidance over basic education system, while the local government manages the day-to-day activities. The education system includes Basic, Higher and Adult Education. Basic education includes Pre-school, Primary (compulsory), Junior Secondary (compulsory), and Secondary levels. The city and the county level governments bear the main responsibilities for implementing compulsory education.

Current Status and Challenges

Weihai achieved the universalization of 9-year compulsory education in 1993. All the school-age children, no matter boys or girls, either in urban area or in rural areas, have equal rights to go to school. The completion rate is about 99 percent. The government has implemented a series of actions to guarantee that none of the school-age children will drop out due to economic difficulties, and tried many ways to ensure the students stay at school.

The enrollment and completion rate are not problems. Weihai has an attendance rate of 100 percent for basic education. There is no dropout rate. The literacy rate in China, with schooling over 6 years old is 100 percent, starting from 30 years ago. Yet comparing with the education in the developed countries like Japan, it’s quite a long way to achieve quality education.

Problems which Weihai faces include inadequate financial input to meet goals and needs of schools.

The biggest problem is that there are too many students in one classroom - in average more than 60 students in the urban areas. With the rapid increasing of the urban population, nowadays 83 percent of the urban classes have more than 45 students, seriously surpassing the rated number, while the rural population is decreasing rapidly. The number of students gets smaller and smaller, and to keep so many schools with fewer and fewer students in rural areas is a waste of material and human resources for such a developing city as Weihai. So actions must be adopted to make education more effective and economical.

Another current issue is that the stress of students is too heavy. This stress comes from parents who want their children to excel. There is too much homework and too little time for children to play.

Another problem is the quality of the teachers. Teachers need more training. Parents pay for books and transportation. About 5 percent of the students’ support comes from the government.

As for gender equality, the ratio of male/female is fairly equal. There is no gender gap apparent due to the one child rule. Parents want their children to succeed whether they are male or female.

Another factor for China’s success is that China has no child labor. Children are expected to go to school and they do. This is supported by the government and the parents.

Generally speaking, in the next five years, the scope, structure and quality of education will accommodate the developments of the economy and society. A modern system of education of different categories, of urban and rural areas will develop harmoniously, and in a high-quality and balanced way. Teaching conditions should achieve standardization, while teaching methods modernization. The teachers’ qualification should be improved. Education evaluation should be more humanized.
**ACTIVITIES**

1. **Rearrangement of the school allocations**

   (1) To build more schools in the city.

   To build 4-6 primary schools, 3 junior secondary schools in the urban area, to keep the student number of each class under 45, to make sure that more students are closely concerned. These schools should be built near the places where the factories are located. Because the immigrants usually come to work in factories and they are usually not rich people. That would make it easy for the students of the immigrants to go to schools.

   (2) To adjust the school allocation in rural area.

   To keep 2 junior secondary schools and 3-5 primary schools for a town with a population over 50000, and 1 secondary and 2-3 primary schools for a town with a population under 50,000, to use the education resources effectively. In order to make it easy for the students go to school, school buses should be free for students.

   **Implementing sector:**
   The municipal government and district governments

   **Duration:**
   One or Two schools should be built each year and completed by 2010. The adjustment of school allocation should be finished by 2008. In this way, the city government should make overall plans and take all factors into consideration, to ensure that the education develops in a balanced and economic way.

2. **Optimizing all aspects of education**

   (1) To improve the teaching situation.

   All the primary and secondary schools will reach the standards of the city levels, and 50 percent of the schools will reach the standards of the provincial level. In order to achieve the above, more financial support from the government, both city and district are important. Although the county-level government takes the main responsibilities for management of compulsory education, the city level, even the provincial and central government should support financially. And more contributions from the communities and enterprises should be encouraged.

   **Implementing sector:**
   City, county government, Financial Bureaus, every school

   **Duration:**
   Every year, for 5 years

   (2) All the school teachers must have the equivalent qualification.

   (a) Train all teachers in vocation time with new ideas, new curriculum and new materials and teaching methods to make the classes more enjoyable. Train 30 percent of the teachers at the city level. Train 70 percent of teachers in city level.

   (b) Encourage the teachers to improve their abilities, both theoretically and practically. Every year, the teachers should take part in at least one item of self-improvement programs, such as a self-study test for qualification, distance education for ability improvement, and practicing their ability to operate modern teaching instruments, to ensure that all modern teaching instruments are effectively used, and all that classes are lively and interesting.

   **Implementing sector:**
   The above activities should be implemented by various levels of education bureaus and teaching and research centers, as well as various schools.

3. **Realizing free compulsory education**

   Enlarge the scope of students remitted and subsidized by the government gradually and realize free compulsory education by 2010 in Weihai.

   **Implementing sector:**
   City level and county level governments: Financial and education bureaus and NGOs.

   Since the government invested $552,707,359 in education in the last five years, the constructions of schools have been greatly improved. In the next five years according to the Compulsory Education Law of PRC the investment should be reasonably increased to consolidate both software and hardware facilities.

**Activity Time Frame**

  - Presenting to the Mayor and Director of Education Bureau
  - Jan.- Mar. 2006
  - Discussing or negotiating with the integrated departments
  - Apr. - June 2006
  - Investigating the needs of the pertinent departments and persons
  - July - Aug. 2006
  - Contacting the different departments, and making a concrete plan for implementation
  - Sept. - Oct. 2006
  - Monitoring of implementation
Chennai

Mr. Shiv Das Meena
Joint Commissioner, Education, Revenue and Finance, Corporation of Chennai, India

CITY REPORT

Education System

Education comes under the concurrent list of subjects in the Constitution, with the central government playing a lead role in case of higher and professional education while the state plays a lead role in school education. Throughout the country by and large, uniform school education system follows a pattern of 5-3-4 i.e., 5 years of primary education, 3 years of upper primary and 4 years of high & higher secondary school education.

This administrative and policy framework is guided by concerns such as:

- The national resolve to provide free and compulsory education of satisfactory quality to all children up to the age of 14 years,
- Making elementary education a fundamental right (Article 21A of the Constitution) and enforcing it through necessary statutory measures.

Current Status and Challenges

Literacy Rate:
The overall literacy rate, as per 2001 census is 85.3, (male- 90.0 & female- 80.4) in Chennai.

Access Rate:
Easy accessibility of schools is a pre requisite for achieving the eventual goal of universalization of primary education. Cities are able to achieve universal access (100 percent school access rate) that means in every locality including slums schools are available and easily accessible to every citizen irrespective of caste, creed, religion or sex. There are 1,425 schools for primary and upper primary in Chennai city, 400 of these are run by government bodies, 361 are government-aided schools run by private bodies and 664 are unaided private schools.

Infrastructure:
Though all the schools in Chennai City are concrete or masonry buildings, many schools need additional class rooms and toilet facilities. There is also a need to provide infrastructure for sports.

Teachers' availability:
There are 9,223 teachers (440 males and 8,783 females) for primary level of which 3,674 are working in government/government-aided schools. In upper primary, the number of teachers is 7,383 (849 males and 6,534 females) of which 3,554 are working in government/government-aided schools. Overall teacher/pupil ratio is 1:34.

Gross Enrolment Rate (GER): GER in Chennai City is currently 102 at primary level and 104 at upper primary level.

Net Enrolment Ratio (NER) is 98 for primary as well as for upper primary. However NER for Scheduled Caste category is only 95 for primary and 93 for upper primary, which indicates social disparity.

Completion Rate (CR), Retention Rate (RR) and Dropout Rate (DR): GER and NER indicates the enrollment trend, whereas CR, RR and DR are important indicators of internal efficiency. The following table indicates the CR, RR and DR for 2004-2005.

Transition rate (TR) from V to VI for all is 97 whereas for children from scheduled caste category it is only 94. To achieve the goal of universal primary education the TR from grade V to VI has to be 100 i.e., all the children who are passing grade V to be enrolled in grade VI.

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<thead>
<tr>
<th>Zone</th>
<th>CR</th>
<th>RR</th>
<th>DR</th>
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<tr>
<td></td>
<td>All</td>
<td>SC</td>
<td>All</td>
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<tr>
<td>Primary</td>
<td>84.73</td>
<td>82.00</td>
<td>6.41</td>
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<tr>
<td>Upper primary</td>
<td>86.34</td>
<td>76.67</td>
<td>5.01</td>
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</table>

1 Reference years 2004-2005

2 Out of the total children of a cohort enrolled in a certain grade a large section completes it, whereas some are retained in the same grade and some children drop out of the school. These three indicators help in explaining to what extent children are completing a particular grade, retained or drop out of a certain grade. The sum total of these three indicators is always 100. Higher completion rate means efficient education system where fewer children are retained in the same grade or drop out. In an ideal situation CR will be 100, whereas RR and DR will be zero.

3 TR is a very important indicator to see the extent of children pursuing further studies after completing a particular level.
ACTIONS PLAN

Goals and Objectives

Universalization of primary education in terms of not only the quantity but quality also.

The broader objectives of the city in the field of primary education is:

- To achieve enrollment of all school-age children (100 percent enrollment)
- To retain all the children enrolled to the completion of eighth standards in schools (upper primary)
- To bring dropout rates down to zero
- To focus on quality of education so as to achieve minimum level of learning competencies among children
- To decentralize educational management through effective community participation

The quantitative goals are defined as below:

- Chennai city's goal is to achieve universal primary education by 2007, well ahead of the target set by the MDGs i.e. 2010
- To bring down the dropout rate to 4 by 2005-06 and to achieve 'Nil' Dropout Rate 2006-2007 for primary
- To bring down the dropout rate to 2 by 2005-06 and to achieve 'Nil' Dropout Rate 2006-2007 for upper primary
- To achieve CR of 95 by 2005-2006 and 100 by 2006-2007 in case of primary level
- To achieve CR of 96 by 2005-2006 and 100 by 2006-2007 in case of upper primary
- To achieve NER of 100 by 2006-07, both for primary and upper primary
- The aim of the CMC is to achieve the TR of 100 for transition from grade V to VI by 2006-07
- To achieve 100 percent achievement level by 2006-07

Strategies to Achieve the above Goals

1. Infrastructure

- The quality of infrastructural facilities, equipment and support services, also has a significant impact on enrollment and retention. In this context, the main challenge is to (i) provide a classroom for every section of primary and upper primary schools (ii) a separate room for the headmaster in upper primary schools, (iii) playground facilities, and (iv) clean toilets. All efforts will be made to pool resources from schemes such as MLCADS and MPLADS besides corporation’s internal generation.
- Optimum utilization of infrastructure by reorganization of existing schools will be done to address the problem of class room shortage.

2. Incentives

Free noon meals, free supply of uniform, free text books etc. already exist.

3. Enrollment and retention

(1) Enrollment drive and retention drive through positive coordination between various organs of the education system such as Block Resource Teachers of Serva Shikshar Abhiyan (Education For All), teachers, Non

Government Organizations, community, Literacy Campaign volunteers etc.

(2) Child friendly class rooms
- Use of self learning material
- Activity based flash cards
- Low level black boards
- Democratic class rooms - Freedom to move, to speak and to express

(3) Promote extra curricular activities such as sports, music, excursion trips etc.

4. Strategies for Quality Improvement

(1) Teacher training
- Emphasis on class room transaction/ process to make the learning more interesting
- Periodic reorientation training programs
- Training on use of self learning material
- Training on Activity Based Learning which will also help the teachers to address the issue of multi-level and multi-grade
- Focus on participation - democratic class rooms
- Institutional management and leadership training, especially to Head Masters

(2) Sharing of best practices

(3) Strengthening Activity Based Learning

(4) Use of self learning material

(5) Special classes for slow learners

(6) Public Private Partnership
- Strengthening of partnership with Intel's Teach India Project and IBM's Kid Smart Project
- Persue collaboration with other private players especially in IT sector such as Sathyam Foundation, TCS, WIPRO, INFOSYS etc.

5. Special Attention to Girls' Education

(1) Supplementary learning materials, such as dictionary, atlas, geometry box etc. to girl students

(2) Vocational skills training

(3) Special classes are conducted for slow learners among girl students. Under innovative program, special coaching is given to girl students in English Grammar and Spoken English, after school hours

6. Community Participation

Community participation is essential to ensure universalization of primary education.

- Evolving a community-based monitoring system with full transparency
- Making community mobilization through intensive micro-planning and school mapping mandatory
- Ensuring community participation in asset creation and management
- Ensuring parental participation through class room observation
- To invite important people from the community to talk to children
- To organize school meals/fares

7. Strategy for Drop-outs and out of school children

(1) Alternate education centres for out of school and dropout children. Bridge courses will be organized in these centres to main stream these children in formal schools.

(2) Strengthening of the Mobile School or "School on Wheels" system will be taken up to focus on the moving children and working children such as Sundal Children on marina beach.

(3) To run residential special schools for the street children.
(4) To enroll child laborers (working children) in the special schools under National Child Labor Project (NCLP) and to give incentive to these children to compensate for loss of income.

(5) Strict enforcement of the provisions of the Child Labor (Prohibition and Prevention) Act.

(6) Close coordination between BRTs, school teachers, NGOs involved and NCLP.

8. Strategy for children with special needs
To hire specially trained teachers for the children with special needs, it will be done through NGOs in the beginning.

9. Strategy for early childhood care and education (ECCE)
(1) Strengthening of 1,145 ICDS centres with a focus on early childhood education and pre-school education
(2) Integration of these centres with the nearest primary school

10. Continuing Education Program or Literacy Campaign
(1) To use the 330 centres (30 Nodal Continuing Education Centers and 300 Continuing Education Centres) as a composite information windows and teaching learning centers for Non-Literates / Neoliterates, Library and Reading Room, Venue for Special discussion.
(2) To strengthen these centres as centres for community mobilization and advocacy to ensure enrolment and retention of children in schools.

11. Monitoring and evaluation
Minimum standards to be set for schools:
(1) Continuous monitoring of

• class room process
• teachers' attendance
• students' attendance
(2) Evaluation of Activity Based Learning methodology and mid-course correction.
(3) Monitoring of main streaming of out of school children and their attendance in school.

Detailed Activity Plan for Enrollment Drive and Strategy for Out of School Children

Out of the many activities proposed, a detailed action plan has been presented here for enrollment drive and for action directed to address the problem of out of school children.

A) Detailed action plan for enrollment drive (proposed)

1. Formation of school catchment area teams
   • Man Power: BRTs, teachers, literacy campaign volunteers, NGOs and volunteers from the community.
   • Time frame: Dec 2005-Jan 2006
   • Responsibility to constitute teams and monitoring:
     1) City level - Education Officer, Additional District Program Officer of SSA and Project Coordinator, Literacy campaign
     2) Zone level - Education Supervisor, Central Resource Centre of SSA and DPC, Literacy campaign

2. Orientation to team members
   • Time frame: Feb-March 2006

   • Central Resource Centres will be responsible for conducting orientation program. ADPC, SSA to be overall responsible at city level.

3. Advocacy
   • Through print and electronic media, advocacy meetings at Continuing Education Centres (CECs) and house to house contact
   • Time frame:
     Phase I - March-April 2006
     Phase II - May-June 2006
   • Responsibility:
     1. Public relations department of corporation
     2. ADPC, SSA
     3. PC, Arivoli Ilyakam (Literacy campaign)

4. Identification of target group (5-6 years)
   • House to house survey
   • Time frame: Feb - March 2006
   • Responsibility: teams

5. Actual Drive
   • Door to door campaign
   • Time frame: May-June 2006
   • Responsibility: Actual task to be accomplished by teams

Monitoring to be done by Education Officer at city level and Central Resource Centre of SSA and Education Supervisor jointly at Zonal level.

6. Monitoring
   • Time frame: Continuous, Dec 2005 - June 2006
   • Responsibility: Education Officer and ADPC, SSA at city level and Central Resource Centre of SSA and Education Supervisor jointly at Zonal level.

B) Detailed action plan for drop outs (proposed)

1. Formation of survey teams and orientation
   • Man Power: Teachers, BRTs and Literacy campaign volunteers
   • Time frame: Dec 2005
   • Responsibility to constitute teams and monitoring:
     1. City level - Education Officer, Additional District Program Officer of SSA and Project Coordinator, Literacy campaign
     2. Zone level - Central Resource Centre of SSA and DPC, Literacy campaign

2. Conduct of survey
   • House to house survey
   • Time frame: Dec 2005
   • Responsibility: teams

3. Identification of NGOs
   • Time frame: Dec 2005
   • Responsibility: Central Resource Centres of SSA

4. Advocacy
   Through print and electronic media, advocacy meetings at Continuing education centres (CECs) and house to house contact
   • Time frame: Dec 2005 - July 2006
   • Responsibility:
     1. Public relations department of corporation
     2. Education Officer and ADPC, SSA

5. Opening of alternate education centres
   • Time frame: Jan 2006
   • Responsibility: NGOs

6. Conduct of bridge courses
   • Time frame: Jan 2005 - June 2006
   • Responsibility: NGOs
   • Monitoring: CRCs and BRTs
### 7. Enrollment of the children from these centres to formal schools
- **Time frame:** July 2006
- ** Responsibility:** NGOs and BRTs

### 8. Monitoring
- **Time frame:**
  - Phase I: Jan 2006- July 2006
  - Phase II: July 2006-April 2007; focus on retention
- **Responsibility:** Education Officer and ADPC, SSA at city level and Central Resource Centre of SSA, BRTs and Education Supervisor jointly at Zonal

#### Flow chart of activities related to enrollment campaign

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#### Flow chart of activities directed towards out of school children

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<td>Conduct of survey</td>
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<td>Identification of NGOs</td>
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<td>Enrollment to formal schools</td>
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Note: This action plan is subjected to the approval of competent authority.
Education System

The education department of Surabaya comes under the offices of the Mayor and Vice-Mayor. Surabaya is the capital city of East Java Province and is the second largest city in Indonesia. It is divided into four regions, each of which is administered by one mayor and vice-mayor. The Department of Education comes under the Ministry of Education and the Government of Surabaya City.

Each department is administered by the Head of the Department for that region. Department heads are appointed by the mayor and are responsible to the mayor. The department is responsible to conduct educational services, including primary education, secondary education and vocational education, to all school children aged 7 - 18. The department is to provide basic knowledge and life skills before the children move on to higher education.

Current Status and Challenges

In Surabaya, some children experience happiness, joy and laughter while others have to work due to poverty. Many children drop out of school as well. The most pressing problem of Surabaya is poverty.

These days, education has become a major concern. Most poor children cannot attend school due to poverty, insufficient access to better quality education and lack of nutrition. The Government (Department of Education), in association with AUICK is developing a program called "Universalization of Primary Education for the Urban Poor" in the hope that poor children will soon get equal quality education to those from middle-class and higher-class communities.

The vision of Surabaya is to create better quality education, which is global and affordable to society. The motto of Surabaya is "Education doesn't only belong to the Government, but also to society."

The goals of the Surabaya Department of Education include:

- To work towards extended and expanded educational access in order to attain reasonable and affordable education based on people's needs.
- To improve the quality and relevance of education
- To improve the quality of human resources
- To improve the educational output according to the schools current and valid passing standard
- To construct global education based on the globalization era
- To increase people's participation in the educational process

To build good educational support facilities to optimize external education (education outside of schools)

Objective

To make 100 percent of school-aged children attend school and to create better-quality education, which is global and affordable to society

Target Group

- School children aged 6 to 15 to complete the 9-year primary education
- Iliterate people and drop-out children to attend special school
- School children aged 6 to 15 from low-income families and slum areas, to complete the 9-year primary education
Target Action

- To increase the Gross and the Net Participation Number, especially for school children from low-income families and slum areas
- To provide free-schooling for school children from low-income families and slum areas
- To add more school teachers
- To improve curriculum

Target Action

- To improve the quality and professionalism of school teachers and educational personnel
- To improve and extend educational facilities, including teaching-and-learning materials and public libraries
- To increase the achievement of poor school children, inside and outside of school

Ways to Reach the Target

- **For Parents:**
  1. To encourage their children to go to school
  2. To advise their children that schooling is more important than employment
  3. To give the right nutrition and immunization during their growth

- **For Department of Education of Surabaya City:**
  1. To establish a new regulation that school children aged 6-15 are obliged to attend the 9-year primary education
  2. To list all school children from low-income families and slum areas in order to provide free-schooling
  3. To increase the number of available teachers graduating from teacher's colleges
  4. To send school teachers for professional teacher's training regularly, in order to update their teaching techniques and to improve their competence and professionalism as an educator
  5. To conduct a series of researches on the current curriculum in order to implement the best curriculum demanded by the government and society
  6. To propose a new primary education budget allocation to the local government with the aim of providing more school facilities
  7. To add more public library units in the city with the aim of increasing the interest in reading books
  8. To monitor and evaluate the outcome of each student in every term and to send its report eventually to their parents
  9. To give special award to poor students who perform good achievement inside and outside of school
  10. To give extra-class for students who feel incapable of learning new things/lessons in class

- **For School Committee and Educational Institutions:**
  1. To socialize the 9-year primary education programme among poor inhabitants, especially in slum areas
  2. To foster poor parents to support their children to go to school
  3. To socialize the 9-year primary education programme through mass and electronic media

- **For the City Government:**
  1. To increase city funds for education to 20 percent
  2. To associate with foreign and international institutions in order to improve the quality of education
  3. To socialize the 9-year primary education through mass and electronic media

Target Time Frame

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<tr>
<th>Month (2006)</th>
<th>1</th>
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<td>To increase the Gross and the Net Participation Number, especially for school children from low-income families and slum areas</td>
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<td>To provide free-schooling for school children from low-income families and slum areas</td>
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<td>To improve the quality and professionalism of school teachers and educational personnel</td>
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<td>6</td>
<td>To improve and extend educational facilities, including teaching-and-learning materials and public libraries</td>
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<td>7</td>
<td>To increase the achievement of poor school children, inside and outside of school</td>
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Kuantan

Mr. Saudi Lakim
Headmaster,
St. Thomas Primary School,
District Education of Kuantan,
State Education,
Malaysia

CITY REPORT

Education System

Education is free and compulsory for children between the ages of 6 and 16, and an additional two years of free education are optional. Parents may choose between Bahasa Melayu, Chinese, or Tamil as the language of instruction for their primary-school children. Bahasa Melayu is the primary language of instruction in all secondary schools, although continued learning in Chinese and Tamil is available and English is a compulsory second language.

Compulsory education at the primary level is a law that requires parents, as citizens of Malaysia and residing in Malaysia, to register their children at primary schools upon reaching the age of six years on the first day of the current school year.

The financing of all schools in Malaysia is by the Federal Government through the Ministry of Education.

Current Status and Challenges

The National Education Program (NEP) has been geared towards achieving the nation’s vision to prepare children to become knowledgeable, trained and skilled individuals to meet the growing needs of the millennium. It is envisaged that this can be achieved by emphasizing science and technology, use of information technology, and inculcating good moral and work ethics suitable for the Information Age. The school curriculum is designed to achieve the intended learning outcomes for different ability levels.

The underlying theoretical principle of national curriculum formulation is that of general education, using an integrated approach in curriculum planning. The curriculum comprises content and skills, with emphasis on the development of basic skills, the acquisition of knowledge and thinking skills. Each subject must also incorporate the inculcation of moral values and attitudes and the correct use of Malay and other languages, such as English, Chinese and Tamil. The integrated approach is the main focus in the design of the Integrated Curriculum for Primary School and Integrated Curriculum for Secondary School. The elements of knowledge, skills and values are incorporated so as to bring the integrated development of the intellectual, spiritual, emotional and physical aspects of the individual.

All students must have text books that are selected by the Text Book Division of the Ministry of Education. The Ministry of Education of Malaysia has a scheme to help the students from lower income group of less than RM2000 a month. The textbook loan scheme lends text and activity books, providing that they are returned in good condition by the end of the year have been implemented.

At the age of 12, the students have to sit for the Assessment for Primary Schools which is a standardized test set by the Examination Unit. The performance of schools or districts is judged by the percentage of students acquiring at least the minimum grade 'C' in 5 (National schools) / 7 (National-Type schools) subjects.

We are adopting the concept of collaboration, participation & ownership in achieving our goal where all parties involved in the school; parents, teachers, local society, government agencies and non-government agencies inclusive of members of corporate/corporations collaborate, participate and claim ownership to produce excellent output of all students in all fields, irrespective of social status.

Problems and constraints (in terms of budgetary, personnel and financial resources as well as administrative procedures and political commitment):
- We cannot get 100 percent genuine data on the parents' income, especially those without pay slip. They manipulate their income in order to get aid.
- We do not have full time teachers to monitor their attendance during the extra classes for tuition and do the diagnosis of their academic development.

Some challenges and lessons learnt include the fact that some parents do not play their parts in their children's education and solely rely on the schools and teachers. The total number of the age group between 0-14 years old is project to decrease by year 2010 to 113,146 people if compared to 126,150 people in year 2000. This is due to the declining fertility rate.

March 2006

AUICL Newsletter No.46
**ACTION PLAN**

**Goals**

- To produce excellence in individuals by acquiring all knowledge, ambitions, high moral standards and competence
- To maximize integrated and effective use of sources
- To synchronize all actions at all level of educational organizations, community heads, NGOs, collaboratively, participatively and consistently

**Objectives**

1. To increase enrollment to 100 percent
2. To ensure the poor get all the necessary aids provided by the government
3. To ensure excellent curriculum and co-curriculum
4. To ensure effective and conducive school environment
5. To improve teaching technique

**General Strategies**

1. Target Setting
2. Take-off Value (TOV)
3. Problem Solving
   - Identify the problem through diagnosis of data.
   - e.g. Knowledge Management
   - ACTION PLAN on aids allocation by the government to be utilized in the optimum manner
   - Analyze the problem, in order to have the most strategic approach

**Activities Flow Chart**

<table>
<thead>
<tr>
<th>Month</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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</table>

**Monitoring and Evaluation**

**Monitoring**

Check with the list:

- Confirmation of registration
  - Tally with the enrollment
  - If not tally, contact the parents by telephone, letters or eventually visit them
- To find the problem
- Issue the course letter why action could not be taken to them
- Finally find the answer

**Evaluations**: Set up "Complaints Box".

Committee Member of Aid Allocation at School Level
1. Headmaster (Chairman)
2. Senior Assistant of Student Affairs (Vice Chairman)
3. Counselor-teacher (Secretary)
4. Members
   1) Student Affair Teachers
   2) Member of Parent-Teacher Association of the school
Faisalabad

Mr. Asghar Pervaiz Cheema
District Education Officer,
Faisalabad District Government,
Pakistan

Education System

Faisalabad is famous for its educational institutions, comprising three universities, thirty one colleges, 2,836 schools in the government sector. Whereas, there is one university, 21 colleges and 2,019 schools operating in the private sector. The most important one is the University of Agriculture which is one of the biggest agriculture universities in South Asia.

In the Formal Education-School System there are four different levels:
- Primary School Level
- Elementary School Level
- High School Level
- Higher Secondary School Level

Compulsory Education in Pakistan is only up to primary level. Financial resources for education come from three different sources including the Provincial Government, District Government, and from funds/fees in respect of schools established or maintained by the District Government.

The aim of Primary Education, (target age and goal), is 5-9 years old children and the aim is to increase the literacy rate.

The National Standard of School Facilities follows:
- Number of teachers: one teacher per 40 students
- Size of class room: 16x24 sq.ft.
- Size of play ground: 140x235 sq.ft.
- Library: exists but no criteria
- Health care room: Nil
- Faculty room: Nil
- Toilets: one block (Three Toilets)
- Others: sports kits, health care kits, science kits

The school year and term starts from 1 April and ends on 31 March. The curriculum offered in primary school includes:
- Languages
- Mathematics
- Science
- Pakistani Social Studies
- Health and Physical Education
- Islamic Studies/ Ethics
- Arts
- Manual Work

Current Status and Challenges

As for problems in Pakistan, the biggest one is politics. Political constraints are difficult to overcome. There is no shortage of schools but because of the continually changing political climate, there are no long or short term policies.

In Pakistan, literacy rate is only 68 percent. The main challenge is to reduce illiteracy and the lesson learnt is that education policies should be made on a long term and firm basis. It should be nation oriented, not government oriented and without political prejudices.

Enrollment rate in primary education is about 59 percent (male 61 percent, female 57 percent).
ACTION PLAN

Goals

To acquire 100 percent literacy rate by the use of maximum integrated and effective resources.

Objectives

1. To increase enrollment to 100 percent
2. To ensure the poor get all the necessary aids provided by the government
3. To ensure effective and conducive school environment

Special Objectives

1. Improve enrollment
2. Improve school infrastructure
3. Improve teaching technique Training (in-house training)

General Strategies

Mobilize resources like, Dy DEO, AEO, U.C. Nazim, Councilors, notable personalities, head masters, students, and NGOs etc.

Proposed Measures

Include meetings with E.D.O. Literacy, Dy DEO, AEO, H.M., U.C. Nazim, and NGO representatives to constitute a committee, who will facilitate and monitor all theactivities, and its meeting will be held every month.

Activities under Committee Facilitation and Monitoring

1. Collection of data of unenrolled children by census through teachers and councilors
2. Collection of data of drop-out children from school

3. Collection of data of very poor children by U.C. Councilors
4. Collection of data of missing facilities in school infrastructure
5. Collection of data in education area where betterment is required

Proposed Agents:

1. For 100 percent enrollment: U.C. Nazim, councillors, notable personalities, NGO, H.M. and teachers are engaged under the facilitation of committee
2. For improvement of infrastructure: Committee meet with Mayor/ City Nazim with data of missing facilities
3. For betterment of education: Relative qualified teachers to be deputed for training other teachers

Proposed Time Frame

- For 100 percent enrollment: Dec 2005 - Nov 2006
- For improvement of infrastructure: Dec 2005 - June 2006 or may be in the next financial year July 2006 - June 2007
- For betterment of Education: March 2006 - Aug 2006

Monitoring and Evaluation

Meeting of Committee will be held in first week of every month and report from different sides are analyzed and steps are taken where necessary.

Additional Considerations or Elements

1. Political commitment from us
2. Visionary input from us
3. Courage from us to bring out changes
4. Our willingness to apply something new
5. Our action should be also sustainable

Olongapo

Mr. Randino Albina Ledesma
Community Development Assistant 1
Urban Basic Services Program (U BSP- Reach-UP-SUGPO),
Office of City Mayor
Olongapo City Government, Philippines

CITY REPORT

Educational System

Public school system is administered by the Department of Education (DepED) of the Philippine Government.

Education is offered through formal and non-formal systems. Formal Education includes achieving different levels and milestones. From 3 - 5 years old, children are in preschool. Elementary grade consists of students 6 - 11 years old and high school is from 12 - 15 years old. College Level is a Bachelor's Degree of 4 years or more (depending upon the chosen course).

The 2002 basic education curriculum aims at raising the quality of the Filipino learners and graduates and empowering them for lifelong learning which requires the attainment of functional literacy. It provides more focus on the tool learning areas for an adequate development of the competencies for learning how to learn. It likewise provides an experiential learning area where the learner can apply practical knowledge and life skills and demonstrate deeper appreciation of Filipino culture and heritage and making values development integral to all learning areas.
A non-formal education (NFE) alternative learning system was developed. This is to be a road map for “Education For All” and a vision for 2015. The system derives from the collaborative thinking of all stakeholders offering programs and projects intended for the upliftment of social and educational status of the community.

Thus, the Alternative Learning System as renamed in Executive Order 366 dated September 16, 2004 is an implementing arm of DepED and a vehicle in providing functional learning capability to the Out of School Youth (OSY) and Adults aging from six (6) years old and above.

The massive advocacy and social mobilization strengthened the tie and collaboration between DepED - ALS (NFE) and other institutions or stakeholders who have strong concern in the development and uplifting of the economic status and welfare of individuals from the quagmire of poverty.

The programs offered by the DepED - ALS (NFE) as lead agency in coordination and collaboration with other agencies, government and non-government agencies to the Out of School Youth and Adults of whatever ethnic or religious group were very beneficial and are doing good to meet the vision and mission of non-formal education, now known by its new name, the Alternative Learning System.

To carry out the mandate of the Alternative Learning System, the DepED Division Office designed a Division ALS Organizational Structure. This may help the program to be effective and efficient in order to reach the target learners. Through the initiative of the City Schools Superintendent and in coordination with the local government unit, the program is well-served to the target learners.

Education as a fundamental right is enshrined in the Constitution and should be accessible to all types of learners through the formal, non-formal and informal channels. As a corollary, the state must provide adequate places of learning with the appropriate social as well as physical infrastructure.

finishing Grade VI or Fourth Year means that there are socio-economic factors that may have caused it like the disintegration of the family and the poor economic conditions prevailing in the community.

2. The low survival rate that is, the cohort of pupils/students reaching Grade VI or Fourth Year tells that the school has not provided them the needed teaching-learning atmosphere that maintained the schools’ holding power.

3. The high retention rate augurs well for the set of pupils/students that came back to school the following year. It means that few of them left school which indicating better programs and feasible incentives for students to remain in school.

4. The drop-out rate in the elementary school could mean that a great number of pupils left school during the year which spells maybe that no interventions were provided as a contrast to the high school.

5. The high gross enrollment ratio speaks of high access to the schools although there are still more left unschooled.

6. The low net enrollment ratio or participation rate shows that a great number of school-age children are not in school and they should be enticed and encouraged to go to school either in the formal or alternative learning system.

7. The disparity in the promotion rate in the elementary and secondary might be due to parents’ concept of just letting children finish at least Grade VI with a diploma and the high cost of high school schooling and the early joining of the youth in the labor force.

8. The high graduation rate indicates that having reached the last year of school, the pupil/student has a drive to finish the year and the school has met their needs.

9. The very high transition rate shows that there is strong force that led graduates in the elementary grades to move to high school which speaks well of sound teaching-learning situations in the schools.

10. The performance indicators in the elementary fared better than the secondary which means that the poorest link is in the secondary. Much remains to be done in the schools to attain the goals of efficiency, effectiveness, equity and excellence. Therefore, more revisiting of school programs, projects and activities, re-tooling of the staff and re-engineering of the system are imperative.

Current Status and Challenges

There are some problems with completion, survival, promotion and participation rates.

1. The low completion rate that is, pupils/students
## ACTION PLAN

### Primary Goals:
1. Universalization of Primary Education for Urban Poor (6 years old to 12 years old)
2. Improve Quality of Education
3. Create new schools & infrastructures

<table>
<thead>
<tr>
<th>Specific Goals</th>
<th>Activities</th>
<th>Responsible Person/Agency</th>
<th>Supports/ Resources Needed</th>
<th>Time Frame</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improve the education</td>
<td>Talk &amp; make dialogue to Mayor &amp; 18 Department Heads</td>
<td>The participant from Olongapo City</td>
<td>Data from AUICK - Hard copy, soft copy, videos, etc.</td>
<td>Last week of Nov 2005</td>
<td>Plans of Activities</td>
</tr>
<tr>
<td></td>
<td>Make a documentation (IEC) or Summary of 11 days learning activities in Video Presentations</td>
<td>Me &amp; Public Affairs/ Information Office</td>
<td>Data from AUICK - Hard copy, soft copy, videos, etc.</td>
<td>First week of Dec 2005 to Jan 2006</td>
<td>Plans of Activities</td>
</tr>
<tr>
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<td>Video Presentation of Universalization of Education for Urban Poor to Department of Education (City)</td>
<td>Me &amp; Public Affairs/ Information Office</td>
<td>City Government</td>
<td>Jan to Dec 2006</td>
<td>Plans of Activities</td>
</tr>
<tr>
<td></td>
<td>Advocacy Programs- (Media, Meetings, IEC) to increase enrollment rate by 80 percent</td>
<td>Department of Education</td>
<td>Community Organizations, PTA, Non-Government Organizations &amp; City Government</td>
<td>Apr to Jun 2006</td>
<td>Schools Division &amp; City Planning Dept Office</td>
</tr>
<tr>
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<td>Advocacy Programs- (Media, Meetings, IEC) to reduce drop-out rate by 80 percent</td>
<td>Department of Education</td>
<td>Community Organizations, PTA, Non-Government Organizations &amp; City Government</td>
<td>Jun to Mar 2006</td>
<td>Schools Division &amp; City Planning Dept Office</td>
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<td>Lobby for passage of City Resolutions for Increasing &amp; Prioritizing Education for Budget Allocation</td>
<td>Department of Education</td>
<td>Community Organizations, PTA, Non-Government Organizations &amp; City Government</td>
<td>Jan to Mar 2006</td>
<td>Community Organizations/ Schools Division &amp; City Planning Dept Office</td>
</tr>
<tr>
<td></td>
<td>Increase scholarship program especially the girls and urban poor children by 100 percent</td>
<td>Urban Basic Services Program, Department of Social Welfare &amp; Development, NGOs &amp;Department of Education</td>
<td>City Government &amp; Community Organizations</td>
<td>Jun 2006</td>
<td>UBSP &amp; Department of Education, City Government</td>
</tr>
<tr>
<td>Political Support not institutionalized</td>
<td>Strengthen political support by institutionalizing the annual increase of budgetary request in the master plan</td>
<td>Department of Education</td>
<td>Community Organizations, PTA, Non-Government Organizations &amp; City Government</td>
<td>Jan to Dec 2006 to 2016</td>
<td>Community Organizations/ Schools Division &amp; City Planning Dept Office</td>
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</table>

### 2. Quality of education

<table>
<thead>
<tr>
<th>Specific Goals</th>
<th>Activities</th>
<th>Responsible Person/Agency</th>
<th>Supports/ Resources Needed</th>
<th>Time Frame</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Budgetary Allocation for Education</td>
<td>Conduct a dialogue between all school principals for evaluation of their needs</td>
<td>Department of Education</td>
<td>Stake holders, Non-Government Organizations &amp; City Government</td>
<td>Jan to Dec 2006 to 2010</td>
<td>Schools Division &amp; City Planning Dept Office</td>
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<tr>
<td>Teaching &amp; Non-Teaching Personnel of Department of Education are not enough for a relatively comparable Teacher-Student Ratio</td>
<td>Lobby for passage of City resolution for the increase of financial allocation for education</td>
<td>Department of Education</td>
<td>Stakeholders, Non-Government Organizations &amp; City Government</td>
<td>Jan to Dec 2006 to 2010</td>
<td>Schools Division &amp; City Planning Dept Office</td>
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<tr>
<td>Strengthen the capabilities of the teaching &amp; non-teaching personnel of the Department of Education</td>
<td>To increase the number of Personnel of DepED especially the Teaching Personnel or Classroom Teacher</td>
<td>Department of Education</td>
<td>Parents Teacher-Associations &amp; City Government</td>
<td>Jan to Dec 2006 to 2010</td>
<td>Schools Division &amp; City Planning Dept Office</td>
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<td>Allowing the personnel to attend training in official time</td>
<td>Department of Education</td>
<td>Parents Teacher-Associations &amp; City Government</td>
<td>Jan to Dec 2006 to 2010</td>
<td>Schools Division &amp; City Planning Dept Office</td>
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<td>Involve more Non-Government Organizations to participate in the Education activities</td>
<td>Department of Education</td>
<td>Parents Teacher-Associations &amp; City Government</td>
<td>Jan to Dec 2006 to 2010</td>
<td>Schools Division &amp; City Planning Dept Office</td>
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3. School buildings & other facilities

| Adopt-A-School Programs | Involve more Non-Government & Private Organizations to participate in the Education activities | Department of Education | Community Organizations, PTA, Non-Government Organizations, City Government & International Agency | Jan to Dec 2006 to 2010 | City Engineering Department/Schools Division & City Planning Dept Office |
| | | | | | |
| Make a Master Plan for Universalization of Education for Urban Poor | Talk & make dialogue to Mayor & 18 Department Heads | Department of Education | Parentis Teacher-Associations, City Government, Technical & Financial Support from AUICK | Jan to Dec 2006 to 2010 | City Government & Other Partner agencies |

**Khon Kaen**

Mr. Suphat Laochai  
School Director, Education Administration, Education Bureau, Khon Kaen Municipality, Thailand

- Non-formal education shall have flexibility in determining the aims and modalities.  
- Informal education shall enable learners to learn by themselves according to their interests, potentialities, readiness and opportunities available from persons, society, environment, media, or other sources of knowledge.

Educational institutions are authorized to provide either one or all of three types of education.

**CITY REPORT**

**Education System**

There are three types of education available in Thailand: formal, non-formal, and informal:

- Formal education shall specify the aims, methods, curricula, duration, assessment, and evaluation conditional to its completion.
The Ministry of Education shall prescribe the criteria and procedure for assessing the readiness of the local administration organizations to provide education. The Ministry shall be responsible for co-ordination and promotion of the local administration organizations' capability to provide education in line with the policies and standards required. It shall also advise on the budgetary allocations for education provided by local administration organizations.

Formal education aims at the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live happily with other people. Formal education is divided into two levels: basic education and higher education. Basic Education is that which is provided for 12 years, grades 1 - 12, before higher education.

Compulsory education shall be for nine years, requiring children aged seven to enroll in basic education institutions until the age of 16 with the exception of those who have already completed grade 9.

There are mobilization of resources and investment in terms of budgetary allocation, financial support and properties from the State; local administration organization; individuals; families; communities; community organization; private persons; private organizations; professional bodies; religious institutions; enterprises; other social institutions; and foreign country involvement, for use in the provision of education.

In respect to primary education, the Basic Education Commission prescribed core curricula for basic education for purposes of preserving Thai identity, good citizenship, desirable way of life, livelihood, as well as for further education.

The target and aim of the education system is the provision of education to all individuals. Each individual shall have equal rights and opportunities to receive basic education provided by the State for the duration of at least 12 years. Such education, provided on a nationwide basis, shall be of quality and free of charge.

Education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality.

The National Standard of School Facilities includes several minimum provisions for suitable facilities including the number of teachers per student at 1 teacher/25 students as well as toilet facilities of one seat per 50 students.

The school year and term starts in May and ends in March. It has 2 terms. The first begins on May 16th and ends on October 10th. The second term starts on November 1st and ends on March 31st.

Primary school goals include:
- The provision of learning and teaching in and integrated
- To build and facilitate outside learning resources
- To mobilize and encourage lifelong education
- The provision of learning and teaching to recognize and love their hometown

Current Status and Challenges

The great economic downturn of 1997 hurt Khon Kaen as it did all of Thailand. This left many people poor, out of work, and bewildered after more than three decades of steady and recently very rapid economic growth. Unfortunately, these rapid changes have created serious social problems such as;
- Homeless and labor-force unemployment
- Children working in garbage collection: Among other problems caused by children in this work-force, is theft from homes in the communities
- Teenager drug addiction: Also seen on the rise is drug abuse among teenagers who prowl the roads at night, committing crimes and fighting each other
- Increase in slum conditions: The influx of villagers from the provinces seeking employment in the city has increased an already big problem of overcrowded slum conditions in Khon Kaen

This situation has given rise to about 100 homeless children in the City of Khon Kaen
**ACTION PLAN**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Activities</th>
<th>Responsibility</th>
<th>Budget and Resource</th>
<th>Time Frame</th>
<th>Monitoring System</th>
</tr>
</thead>
</table>
| To support and facilitate strayed and poor children (Aged 7-12 - Total 100: Male = 59, Female = 41) in all communities of Khon Kaen Municipality to be trained in a vocation and study appropriately. | 1. Provide free education and support these children financially until they finish their studies and until they are capable of finding a job.  
2. Provide vocational and skill development trainings, such as - baking  
- hairdressing  
- massaging  
- carpentry | Director of the office of education Bureau | 3,000 SUS  
- Khon Kaen Municipality  
- NGOs  
- Private sectors (Budget / year) | Oct 2005 - Sept 2006 | Mayor ↓  
Vice Mayor ↓  
Director of the office of education bureau ↓  
Municipal schools located in slum communities |

**Danang**

**Mr. Huynh Van Hoa**

Director of Education and Training Department  
Danang People’s Committee  
Vietnam

**Ms. Nguyen Thuy Anh**

Head, International Cooperation Division  
Danang People’s Committee  
Vietnam

**CITY REPORT**

**Education System**

The educational system concerning primary education has a target age of 6 - 11 years old and is compulsory for all children. The school year and semester is set at 35 weeks over 2 semesters. The curricula and teaching hours are divided into schools with one shift and schools with two shifts. In the case of two shift schools, teaching hours for the first shift are from 9 - 12 noon and then the second shift comes in.

**Current Status and Challenges**

There are some difficulties and limitations.

- Danang's education quality has not yet met the requirements for human capacity building to serve the city's development.
- The State management in education and training and the school's regulations have not met the demands being made on it.
- Managing methods have not been renovated.
- The operation and implementation of some staff and teachers remained unchanged.
- Financial investment in education is still limited, especially the State support for regular expenses. Of this, expenses for human work make up great portions.
- Information technology access in many schools is still limited.

Challenges and experiences include how to maintain the achievements in primary education universalization and consolidate achievements by guaranteeing:

- Positive changes from quantity to quality-intensive primary education for high results by applying standards for all primary schools.
- Equality in education access for all children, especially those of ethnic groups, in mountainous areas, the handicapped and females.
- All children complete five grades of primary education.
- Strengthened management at all levels of city, district and schools to reform daily activities of primary education.
- Comprehensive innovation and development in education, especially, the State decentralized administration, and implementation of consecutively 9-year basic education.

There are flows of immigrants to Danang. The immigration is a big problem for Danang primary education universalization. The rapid urbanization in Danang has had bad effects on children's study because some poor households and farmers cannot keep abreast of the changes of new jobs. The one shift study has brought good outcomes. However, 30 percent of primary students have to follow the 2 shift based study. Therefore, there is a
need to build new schools and to supplement budget for education.

**ACTION PLAN**

**Goal**
To train students to be well-rounded people who have the right standard of morality, knowledge, health, arts and employment; to form people with good characteristics and ability, meeting the demands of development of Vietnam.

**Targets and sub-activities:**

**A. Target 1:** To improve the enrollment of students to be 100 percent

*Kindergartens*
- To do their utmost to improve nutrition and general care, especially for children of 5 years old.
- At the kindergartens, teachers should aim for children to be:
  + familiar with Vietnamese and literature subjects
  + familiar with Mathematics
  + familiar with the surrounding environment
  + trained in traditional values such as expressing respect and love to their grandparents, parents, teachers, sisters and brothers and friends
  + educated and trained in the skill of beauty loving, public item preservation, honesty, self confidence
  + able to develop physically and emotionally, to form the first factors of characteristics and to prepare them to enter the first grade of primary education

There is a mandate that primary education cannot be separated from pre-school education.
- To do surveys by age children at the kindergartens
- To teach and bring children up effectively, preventing malnutrition and obesity
- To contact communities regularly for information dissemination regarding child care, prevention of child diseases and proposed census of communities

**b. Measures to deal with students among immigrants**
- To coordinate with administrators at the railway station and bus parks for the information on the immigrants that they know
- To carry out surveys on immigrants, analyze the data and then make a detailed list of the children among immigrants
- Primary schools near by the railway station and bus parks are responsible for coordinating with the administrators of the above places for carrying out the surveys and then enroll the children in schools. The district governments should help primary schools in this matter. School hours for these students should be flexible. The students can be taught both at schools and outside schools because the children must have time to earn their living. Combined classes can be held.
- These children are likely to be dropouts. Therefore, there is a need to set up a close coordination. Schools should coordinate with parents or sponsors, owners of the houses where the children rent for staying, security officers at the railway station and bus parks, centres for street children, "families of love" and district governments for taking care of these children.
- To continue organizing "The Day for Golden Friends" so as for students to help other children in difficulty as regard to textbooks and notebooks, pens and clothes. This will also help to educate children with human loving awareness.

**B. Target 2:** To improve education quality
There is a need to ensure the full participation of: (a) Families; and (b) The local government

*The role of families*
- To build the movement of "New civilized families", "learning curiosity families" and perfect families in order to support primary education universalization.
- To mobilize communities to participate in the supervision and assistance of poor families to get children to schools.
- To call for the assistance and funds from NGOs such as "Hands of Hope," "Mr. & Mrs. Mitterand's Fund" "East Meets West," to help poor families with textbooks, notebooks, bags and meals.
- Associations of students' parents at all schools should be responsible for contacting families for a better education, student awarding and study encouragement.
- To bring schools, families and society in a close relationship. Families should have contact with schools and teachers on a regular basis.
- Parents should be responsible for building good families, facilitating children to be well-rounded people, and participating in educational activities that schools organize. Parents should require schools to inform them of their children's outcome in each semester and at the end of each school year.

**The local government**
The local government should:
- include primary education universalization in the local socio-economic development plan
- allocate enough budget for education
- give its order to district governments to devise primary education universalization plan which should set out goals such as:
  + 100 percent of the children of age 6 to be enrolled in school
  + 100 percent of students to finish primary school and enter junior secondary school after 5 years
  + Planning for effective teaching and learning, opening extra classes for students with lower performance
  + Screening teachers who have big problems in health and ability of teaching and to provide teachers with training courses
- set out a long term plans for primary schools for the next 5 years to 10 years
- set out a plan to build schools made of concrete
- enhance education socialization
- organize annual meetings with the participation of education administrators
- mobilize, manage and make full use of all resources to implement primary education universalization
- grant awards to individuals and organizations who make great contribution to primary education universalization
- receive and manage aid resources for primary education universalization.
- create jobs for poor families to get their children to school
- disseminate information on drug prevention through the mass media
- assign departments concerned to implement the following tasks:
  + Dept. of Planning and Investment: to include primary education universalization in the local plan, to make plans for building new schools and upgrading existing schools and to call for domestic and foreign organizations' assistance
  + Dept. of Finance: To allocate in time the local budget for primary education universalization and make plans to increase the budget for education year by year
  + Dept. of Health: To give the best primary health care for primary students, to prevent diseases, to deliver sanitary and safe food, and to give immunization program to children
  + Dept. of Labour: To create jobs and ensure income for poor families
  + Dept. of Cultural Affairs and Information: To disseminate the law on primary education universalization, the law on Education, the Law on Children Protection, Care and Education to people
  + Justice Dept.: To give best practices of completing certificates of birth for children at the age rank of primary education universalization
  + Social associations: To organize social activities relating to primary education universalization and mobilize families to participate in these events.
  + Dept. of Education and Training: To foster education administration on primary schools and to carry out targets, programs and plan for primary education
- To implement measures to improve education quality by:
  + Mobilizing 100 percent of children at the age of 6 to school by launching "the Day that All People Bring Children to School"
  + Improving lesson instruction
  + Helping lower performance students to keep pace with other students by giving them extra classes so that they do not become of studying and drop out.
  + Calling for the assistance from social organizations to support learning conditions (such as textbooks, means of transportation to go to school like bicycles, public transportation...)
  + Granting "education credit" to poor families
  + Increasing the ratio between teachers and students for classes that have disabled and agent- orange children
  + Determining the role and responsibilities of teachers in primary education universalization and education quality
  + Practicing education quality inspection and reporting it to parents for a better collaboration in education

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<th>No.</th>
<th>Activities</th>
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<tr>
<td>1</td>
<td>Enrollment of students, surveys of immigrants, holding meetings between teachers and parents at the beginning of the school year</td>
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<td>Students' health check, organizing teaching and learning activities</td>
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<td>3</td>
<td>Mobilizing of all resources to help poor families</td>
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<td>Review the first semester and sending reports to parents</td>
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<td>Making plans for building schools and allocating finance</td>
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<td>6</td>
<td>Teacher screening and training</td>
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<td>7</td>
<td>Equipment purchase</td>
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<td>8</td>
<td>School year evaluation and new school year preparation</td>
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Asian Urbanization in the New Millennium

by Gayl D. Ness & Prem P. Talwar (Editors)

Price: US$26.95
Format: Paperback, 507 pages
ISBN: 9812103457

For 14 of the Asian countries, local teams of scholars and urban administrators worked together to gather a standard set of national urban data for the years 1950-2000, with projections to the year 2025. The fourteen countries include Bangladesh, India, Pakistan and Sri Lanka in South Asia; Indonesia, Malaysia, the Philippines, Singapore, Thailand and Vietnam in Southeast Asia; and China, Republic of Korea, Japan and Taiwan from East Asia. Four countries, Cambodia, Laos, Myanmar and Nepal were treated in one chapter by the editors, in part due to the relatively smaller amounts of data available for those countries. A list of the countries and their authors is appended at the end of this note.

Most of the country chapters follow an outline designed by the editors. They open with a discussion of the definition the country uses for the term "urban." This is followed by data on urbanization for the period 1950-2000, a discussion of the sources of urban growth, the characteristics of urban migrants, and data on the system of cities, or the changing distribution of city sizes over the past half century. Next is a section on various social and economic measures of urban-rural differences, laying out data normally available in national publications. This is followed by the country's official projections of urban growth for the next quarter of a century. The chapters close with a brief discussion of the problems and benefits of urbanization and the government's overall plan for the urban future. The intent was to bring together in one volume a roughly similar set of data on various aspects of urbanization for the major countries of Asia to facilitate comparative research by scholars of Asian urbanization.

The editors provided an introductory chapter that explores the long history of Asian urbanization, showing how Asia has for centuries contained most of the world's largest cities. Moreover, most of those large Asian cities were inland cities, administrative centers that effectively organized a large and productive hinterland. This changed with Western industrialization in the 19th century, when those countries came to contain most of the world's largest cities. Western industrialization also produced a new pattern of large cities, most of which are port cities, reflecting the globalization that Western industrialization has brought. That is now changing again, as port mega cities have developed in all regions of the world. The introduction also explores differences between the sub-regions of Asia: East, Southeast and South. East Asia is now the most urbanized (42%) of the three, followed by Southeast Asia (40%) and South Asia (37%).

A concluding chapter provides a summary of major highlights of Asian urbanization. Urbanization is proceeding rapidly in all countries of Asia. The exceptions are Japan, Republic of Korea, Singapore and Taiwan, all of which have become almost fully urbanized. In the world as a whole and in Asia the rate of urban growth reached a peak in 1965-70, and growth rates have been declining steadily since then. Urban growth rates, however, have been and remain greater than rural or total growth rates. In 2000 five countries already showed negative growth rates in rural areas and by 2030 nine more will show absolute rural declines. Although the rates of urbanization have slowed, the absolute numbers remain very large, especially by historical and world comparisons. The rapid urbanization of the western world in the 19th
century brought hundreds of millions of new urbanites; the growth in Asia today brings billions!

The editors also use the country data to make two more useful general statements. One concerns the sources of urban growth. For years AUICK has noted in its reports and publications that urban growth has three sources: natural increase, net migration, and administrative boundary or definitional changes. Most is known about urban natural increase, or the differences between birth and death rates. Far less is known about the magnitude of net migration, though demographers have made estimates by subtracting natural increase from total increase in urban population sizes. There is almost no systematic examination of how changes in urban definitions or official changes in administrative boundaries have contributed to urban growth. These country studies allow us to see that most countries have undertaken administrative adjustments that have affected urban magnitudes. Typically these changes bring a spurt of urbanization in one ten year period, reflecting how census schedules affect the path of change. Moreover, these spurts can increase the level of urbanization by as much as 25 to 50 percent.

The second observation concerns Primacy, or the observation of the relative size of major cities. For some years and for the world as a whole, it is been observed that a relatively stable Primacy Ratio can be found: The second largest city of a country is half the size of the largest; the third is one third of the largest and so on. It has also often been argued that while this pattern does not follow, where the largest city is many times the size of the next largest city, this High Primacy Rate is somehow detrimental to national urban development. The chapters show us two things about Primacy. First, most Asian countries conform rather closely to the normal primacy ratio pattern. But Asia also contains some of the highest primacy ratios. In Thailand, Bangkok is by one measure 22 times as large as the second largest city; Manila is almost eight times, and Yangon almost five times as large as the second city. In some countries the primacy ratio is declining, in other increasing and in still others remaining roughly stable. Moreover, the analysis could find no evidence that the primacy ratio is related to any measure of social or economic development. Southeast Asia provides a useful comparison. Thailand has the world’s highest primacy ratio, its neighbor, Myanmar, also has an unusually high ratio. Thailand’s high ratio is associated with rapid economic growth and increased human welfare; Myanmar’s is associated with economic stagnation and low welfare.

The final chapter closes with a series of observations for the future: what research issues should be addressed, and what social issues require more attention in the future.
The 2004-5 Baseline Survey on Millennium Development Goals in AUICK Associate Cities

Millennium Development Goals

In 2000 a major United Nations Conference adopted certain goals to raise the quality of life, especially of people who are among the poorest of the world’s poor. These goals were set at the beginning of the new millennium and were to be achieved within the next 15 years, by 2015. They came to be called The Millennium Development Goals, or MDGs. Seven of these goals have come to be major guideposts along the road to building a more just and humane world order.

The seven major goals are as follows.

1. Eradicate Extreme Hunger and Poverty
   Halve the proportion of people living under the national poverty line.

2. Achieve Universal Primary Education
   Ensure that all children, boys and girls, will be able to complete primary school.

3. Promote Gender Equality, Empowerment of Women
   Eliminate gender disparity in primary and secondary school, increase the number of seats women hold in electoral offices.

4. Reduce Child Mortality
   Reduce the under-five mortality rate.

5. Improve Maternal Health
   Reduce by three-quarters the maternal mortality rate.

6. HIV/AIDS
   Halt by 2015 and begin to reverse the spread of HIV/AIDS

7. Ensure Environmental Sustainability
   Introduce sustainable development policies into country policies and reverse the loss of environmental resources. Halve by 2015 the proportion of people without sustainable access to safe drinking water. Achieve improvement in the lives of 100 million slum dwellers.

As part of its work to help promote the United Nations population and welfare policies, AUICK has turned the attention of its Associate Cities to these goals.

AUICK Strategy: Building City-University Partnerships (CUPS)

Since 1989 AUICK has been working with cities throughout Asia, carrying out research projects on urban conditions, training urban administrators in integrated urban planning in Kobe, and disseminating information through newsletters, website and publications. In 2004, AUICK established a new strategy to work with nine select cities, designated AUICK Associate Cities (AACs), on a sustained basis. These cities would be the locus of AUICK urban research projects. They would also send two groups of urban administrators to Kobe each year to participate in training workshops on integrated urban planning. The designated cities are Chennai, India; Chittagong, Bangladesh; Danang, Vietnam; Faisalabad, Pakistan; Khon Kaen, Thailand; Kuantan, Malaysia; Olongapo City, The Philippines; Surabaya, Indonesia; and Weihai, China.

To initiate this new strategy, AUICK decided to carry out a baseline survey in each city on the condition of the MDGs. AUICK has two aims in this strategy. One is to obtain information on the welfare conditions of the cities’ citizens on the MDGs so that urban administrators can more effectively assist in meeting the United Nations goals. The second, however, was to promote what AUICK calls City-University Partnerships (CUPS) in each of the Associate Cities. As this report will make clear, cities often do not have sufficient data for their own effective planning. They need more and better data to be able to engage in more meaningful planning for their own improvement.

This urban data shortage is the product of long histories of highly centralized governments and administrations in all Asian countries. It is usually the central government that collects data for its reports and planning. Too often those data are not sent back to local governing or administrative units for their own use. Development and welfare plans...
and projects are usually the preserve of the central government, which typically tells local units what will be done, how and when. For some years it has been recognized that this over centralized structure does not provide the best mechanism for promoting social and economic development. Throughout Asia, governments are working to decentralize power, authority and responsibility in order to give local units greater capacities to plan for and implement the projects and activities they find most important for improving their lives.

AUICK seeks to assist in this process by helping cities form long lasting partnerships with local universities. This was an idea generated in a 2000 year study published by AUICK, titled Five Cities: Modelling Asian Urban Population Environment Dynamics. (See Page 37) That study demonstrated that cities often lacked the data they needed to plan more effectively for their citizens' welfare. This problem could be overcome by building permanent linkages with local universities. Natural and social scientists and engineers from the local university can help the city collect the data it needs to assess its current position on a wide range of conditions and help the city devise plans to address any of these concerns.

This is the strategy adopted for this baseline survey. The city administrators worked together with local university people to obtain what data they could on the MDGs. They then prepared reports together, providing MDG and other information on the city. This is not something that will be done in a short time or with one project. AUICK will continue to encourage its Associate Cities to work with the local universities in all of the studies that AUICK sponsors.

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<th>MDGs in Nine AUICK Associate Cities</th>
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Reports for eight of the nine Associate Cities are included below. Here we provide a brief overview of those reports, with some comments on the general condition of the MDGs and of the Cities themselves. To reinforce the point made above about the lack of data at the city level, we have no report from Olongapo City in the Philippines, because relevant MDG data are not available at the city level. The central government does collect data and has a rich website on the MDGs, but the data are available only down to the province level, not to the level of the local cities.

Despite this general problem, we find that some cities do have extensive data, and with the local university faculty have managed to provide a rich picture of the progress and problems in meeting the MDGs. Many are working effectively with local universities to create ongoing City-University Partnerships, which should provide good assistance to urban administrators in the future.

In summary we can offer 7 observations from the eight city reports provided below.

1. General progress in health and education

All cities report at least some progress in the areas of health, education and reproductive health. In many the progress is very substantial, showing that the MDGs have already been met. This is in accord with AUICK's research findings over the past two decades. AUICK has done a number of surveys asking urban administrators what they considered to be their major problems, and what the areas of major progress were. Consistently Asian urban administrators note that they have been most successful in promoting primary education, primary health care and basic family planning or reproductive health services. Indeed over the past half century as Asian countries have moved from colonial to independent status, one of their major goals has been to increase educational and health services to their populations. In this their success has been a major source of optimism.

2. Poverty Alleviation Spotty

Many cities have no data on poverty, so they cannot say where they are or whether they are getting ahead or falling behind. One city, Danang, can report much progress so that there are no "hunger" families in the city. This probably comes very close to alleviating extreme poverty that is the first of the MDGs. Here is also a finding that the proportion living under US$1 a day remains substantial, but this is not a good measure for local poverty levels. It is far better to use each country's poverty line as the measure for poverty. Kuantan has only about one percent of its population living in slums, but a strong slum alleviation program is underway to increase the quality of life of those people. Similarly, it appears that Weihai has come close to eliminating extreme poverty, though the data are not sufficient to be sure.

At the other extreme, Chittagong appears to have been able to make no progress in reducing below 20 percent the proportion of people living in slums, but it has reduced from 8 to 3.5 percent the proportion of children in extreme hunger. And Faisalabad has reduced the proportion living under minimum dietary levels from 20 to 8 percent in the past two decades. Chennai has little data but an active slum alleviation program.

3. Universal Primary Education

Here there is much good news. Danang, Khon Kaen, Kuantan, Surabaya and Weihai can report universal primary school education for boys and girls. Though we have no data for Olongapo City, we can assume the same since the data for the Philippines have shown universal primary school education for some decades. Chennai reports 84 percent attendance with 75 (girls) to 84 (boys) percent completion rates. Chittagong shows improvement with boys now at 55 percent and girls at 46 percent. And Faisalabad has similar progress with boys now at 93 percent and girls at 51 percent. Completion rates in Faisalabad have not progressed, however, stagnating at about 50 percent for the past two decades.

4. Gender Equality

The most common data on gender equality are found in
school attendance rates. As noted above, the six cities show little or no gender disparity in primary education. Chennai, Chittagong and Faisalabad all show declining disparity between boys and girls in school. In some cases, as Danang, girls outnumber boys in tertiary education; in Kuantan they outnumber boys in secondary education. These are, however, small differences that only emphasize the achievement of equality in education.

Nowhere, however, do women share equal political power. Women are a relatively small minority in electoral positions; they make up a larger and growing portion in upper administrative levels, but here, too, they tend to lag behind men.

There is good progress and still room for more improvement.

5. Child Mortality and Reproductive Health

Again, Danang, Khon Kaen, Kuantan, Surabaya and Weihai lead in showing very low levels of child, infant and maternal mortality. Here it is also clear that basic government services have been responsible for the improvement. Where immunization is widely available for infants, child mortality is low. Where professional birthing services and good family planning are available maternal and infant mortality are low. In the poorest of our nine countries, Bangladesh’s Chittagong still shows very low levels of professional birthing care, though its extensive family planning program has increased the Contraceptive Prevalence Rate, which helps keep down what would otherwise be a higher infant and maternal mortality rate. Despite its low income level, Pakistan’s Faisalabad shows a relatively high level (70 percent) of professional attendance in births.

6. HIV/AIDS

HIV/AIDS is a rising problem everywhere and we find education programs for young people attempting to provide basic information on the topic and risks of infection. It is clear that transportation workers and intravenous drug users are at greatest risk and are often the target of organized programs. There is also a rapid growth on international and local Non-Governmental Organizations working actively in this field. Chittagong is the only city to document this growth, showing a handful of new local organizations supported by international NGOs and International Government Organizations with new and very large budgets focused on the problem. In addition, there are some additional 20 NGOs new to the field, with their support coming as well from both International NGOs and GOs.

7. Environmental Sustainability

The MDGs identify two rather distinct aspects of environment sustainability: environmental protection, and safe water and sanitary services. While environmental protection programs - forest or wetland conservation or wildlife protection - are growing around the world, they appear to play only minor parts in AUICK’s Associate Cities. This may be in part because these activities tend to be controlled at the national level, with little direct involvement of local urban governments. The cities do, however, have a more direct and active role to play in water and sanitation services. All cities show an active concern in improving water supplies and providing them to more and more citizens. Everywhere this is a rising problem for the future as both population and economic growth tend to demand more and more water. Cities must now work harder and invest more to obtain safe water sources for their populations. The same is true for sanitation services - sewage and solid wastes. For the most part progress is being made, in part because these are both areas where international capital institutions the World Bank and the Regional Development Banks have active programs.

Research Teams

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<th>Chittagong Research Team</th>
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<tr>
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Vu Hong Phong
Researcher, Master in Public Health

※ The position title of each team member is the one which was notified in the research reports submitted to AUICK in March 2005 by the research teams.

Editor's Note: The full document is available on AUICK Website at http://www.auick.org/database/baseline2004/bs2004.html

Reference

Five Cities: Modelling Asian Urban Population-Environment Dynamics

by Gayl D. Ness & Michael M. Low

Price: US $17.90
Format: Paperback, 311 pages
Published in Singapore by Oxford University Press Pte Ltd.
ISBN: 0195886933

About This Book

Far-reaching changes in population-environment dynamics are very evident in the urbanized areas of Asia. This multi disciplinary analysis applies usable dynamic modelling concepts to the population growth/environmental change/quality of life nexus in five medium sized cities in Asia: Faisalabad, Pakistan; Khon Kaen, Thailand; Cebu City, the Philippines; Pusan, South Korea; and Kobe, Japan. Photographs and its accessible style will enable this study to be used by community workers, planners and developers outside the towers of academia.
Visit to AUICK Associate Cities

One of AUICK's major activities consists of providing training in various aspects of integrated urban planning to administrators of AUICK Associate Cities (AACs). Two workshops are held yearly in Kobe, with at least one senior official from each of the nine cities in the partnership attending. Over 10-12 days, the senior officials learn of Kobe's experience in urban planning, especially in areas of population, reproductive health, primary health care and other aspects of human welfare. In addition to providing practical training in urban issues the workshops are a place where senior officials from the nine associate cities can meet one another, exchange ideas and learn from one another as well as from the Kobe City staff. This achieves one of the original requests made by the administrator participants in the 1987 Kobe Conference on Population and Development in Medium-sized Cities, which was the conference that led to the formation of AUICK in early 1989.

The new AACs strategy adopted in 2004 also aims to build up what can be called a critical mass of Kobe trained administrators in each of the nine cities. This group can then become an innovative cell to further effective urban planning in the city itself, and it can also help the city to be a node of innovation among the other cities of each of the nine countries.

One of the critical issues in any training program is to discover what impact this training actually has on the participants. AUICK administrators have made periodic monitoring visits to select cities to try to assess the impact of the training.

Another innovation in AUICK workshop strategy is to have the participants develop an action plan for their cities during the workshop, which they would attempt to implement when they returned to their cities. This would provide some direct evidence of the workshop's impact.

Visit to Weihai, China

From 30 October to 3 November 2005 AUICK dispatched a delegation to Weihai, China. The delegation was composed of Mr. Kazutoshi Sasayama, Chairman, Mr. Yoshikane Fujimoto, Executive Director, and Mr. Nobuyuki Morimoto, Deputy Executive Director. Ms. Fu Zhaohui, Assistant to the UNFPA Representative in China, accompanied the delegation, which is highly appreciated in terms of the further ties with the UNFPA China Office.

Monitoring Meeting

In the morning of 1 April 2006, the AUICK delegation had a monitoring meeting with three Weihai officials who attended the workshops held in 2004 and 2005. Vice-Director General Wan Jianxin and three other officials of the Public Health Department also sat in the meeting.

Mr. Liu Qingsheng, Vice-Director, Weihai Family Planning Commission, attended the First 2004 Workshop on UNFPA Goals and Urban Policies.

Mr. Liu is in charge of the city population control and family planning education - conception-control prepotency research and management as well as evaluation of the effect of population control. His job is most related to the UNFPA Country Programs. He proposed that UNFPA China Office organize a joint campaign for AIDS education and counseling service to the adolescents in Weihai. The Secretariat requested Ms. Fu Zhaohui to convey his proposal to the China Representative for consideration so as to whether include the joint activity with Weihai City in their proposal for the next term of the Country Program.

Mr. Sun Chenggong, Chief, International Relations Section, Foreign Affairs Office, attended the First 2004 Workshop as an interpreter for Mr. Liu and the Second 2004 Workshop on AUICK Associate Cities Research as a participant.

As Mr. Sun is in charge of the friendly contact and exchanges between Weihai and foreign countries, he is working for AUICK as a liaison officer of the Weihai Municipal Government. He also worked for AUICK as a member of the Research Team which implemented the baseline survey in Weihai from September to December 2004.

Mr. Fan Kaimin, Assistant to the Director General, Health Bureau, attended the First 2005 Workshop on Adolescent Reproductive Health and HIV/AIDS.
Mr. Fun said that through the training course he gained much benefit: first, he came to know of the Japanese peer counseling; secondly, he acquainted himself with the HIV/AIDS status in AAGs and the Asia Pacific Area; and third, he learned about methods to improve adolescent health.

Regarding the action plan he submitted at the First 2005 Workshop, Mr. Fun reported as follows:

"By the end of October 2005 we have finished the web of sexual education. On 29 October 2005 we held a square activity to advocate for adolescent reproductive health and HIV/AIDS. I have recommended to set a counseling institution."

Meeting with Mayor of Weihai

In the evening of 1 April 2006, the Kobe delegation had a meeting with Mayor Song Yuanfang and other senior officials of the Weihai Municipal Government.

Mayor Song stated, "As Weihai City has been attracting such industries as precision equipment manufacture and high technology from abroad which require clean environment, we place high value on the relationship between our city government and AUICK which has a broad and strong network among cities in Asian countries under the support of an international organization like UNFPA, and can be expected to propagate to the world that Weihai City has been achieving a remarkable development in harmony with the environment." He promised to continue the further ties with AUICK.

Preliminary Study on Best Practice

In the morning of 2 November 2006, the AUICK delegation had a meeting with Director Yan Jimao, Senior Engineer, Sun Pingyi and two other officials of Weihai Environmental Protection Agency for a preliminary study on Environmental Protection in Weihai.

Mr. Sun gave a detailed explanation on the current status and challenges on environmental protection in Weihai.

Mr. Sasayama commented, "In terms of sustainable urban development it is most important to make a land use plan with due consideration of environmental protection based on an accurate projection of population changes." Then, from his own long and abundant experience of urban development as an urban planner as well as the former Mayor of Kobe, he described how Kobe City developed the facilities for public utilities such as waste treatment, water supply and sewage, showing a land use plan of Kobe City.

After the meeting, the AUICK party visited a sewage treatment facility and a waste disposal site to study the current status and challenges of their public utilities.
The preliminary study found that Weihai City has attained a well-planned urban management with due considerations to the harmony of development and environmental protection which is quite useful information to the other associate cities. On the other hand, the AUICK delegation felt the necessity to provide more information on the coordination between urban the planning section and environmental protection section in its future workshops.

**Visit to Indonesia**

From 29 November to 6 December 2005 AUICK dispatched four Secretariat members to Indonesia. The members were Mr. Kazutoshi Sasayama, Chairman, Dr. Hirofumi Ando, President, Mr. Yoshikane Fujimoto, Executive Director, Mr. Nobuyuki Morimoto, Deputy Executive Director, and Ms. Midori Sumiyoshi, Staff.

This visit brought significant advances in its program of training. For the first time, the annual meeting of the International Advisory Committee (IAC) was linked to the process of monitoring the impact of the workshops on AUICK Associate Cities. In addition, the IAC members were able to hold discussions with Surabaya leaders, to see innovative city projects in human development, and to promote the idea of a City-University Partnership.

**Preliminary Study on Best Practices**

Ahead of the others, Mr. Morimoto arrived in Surabaya on 29 November, and made a preliminary study on environmental issues in Surabaya on 30 November. Mr. Morimoto had an interview with two officials of the Surabaya City Government and studies how the environmental protection is considered in their urban planning. After briefing the current status and the challenges of environmental protection in Surabaya City, they visited two sites related to environment.

First they went to a community called "Kalisari". With the support of the Government, a local NGO organized a campaign for the beautification of a community river which had badly deteriorated by illegally dumped waste. Most of the campaign members are housewives and children in the community. They collect dumped waste from the river, and divide the waste into recyclable and non-recyclable. The Government collects non-recyclable waste. Junk dealers buy recyclable waste. In this way, the campaign has brought the beautification of the river and a good income to the housewives and children in the community. They are making efforts to reduce the amount of non-recyclable waste with two bio-dissolution treatment machines which were donated by a Japanese support group through the intermediation of the Government.

Next, they went to a village along a river. Most of the residents came from outside of the City to settle on the riverside illegally. Their social morality is generally low.
They wash themselves and clothes, discharge their urine and stool, and throw away waste in the river. Thus, the pollution of the river causes damage to the downstream communities. As their community consciousness is lacking and no one takes leadership, they are not cooperative to beautification activities in spite of municipal education activities. The municipality currently stands by quietly. But an official said, "There is a possibility of eviction."

Meeting with President of Airlangga University

On 2 December 2006, the AUICK IAC members and Secretariat members visited Airlangga University, and had a meeting with the president and the other faculty members concerned.

Some years ago, AUICK produced a book on modeling Asian urban population-environment dynamics, (FIVE CITIES: Modelling Asian Urban Population Environment Dynamics, Singapore: Oxford University Press of Singapore, 2000). The book ended with a proposal to create local city-university partnerships, linked to an exercise in dynamic modelling. For the five cities, we examined the period 1970-2020. This provided 25 years of data, and 25 years on which to develop possible future scenarios. This was designed to help urban administrators see possible future implications of current conditions in order to do a more effective job of planning for the future. One of the findings of that research project was that city data are woefully limited. Most local data go to the central government for publication, with little coming back to the city. Collaboration between the city government and a local university could go a long way toward helping city administrators determine what information they need, and then going about to collect those data for useful dynamic modelling. This would link university scientists with city administrators in a potentially effective interdisciplinary team that can address local urban population-environment dynamic issues.

Dr. Haryono Suyono and Surabaya have taken a major step forward in creating an effective City-University Partnership. Airlangga University, one of Indonesia’s most prestigious private universities, is working actively with the city government to undertake research and training projects to use the university’s scientific capacities to assist city administrators. Not content to stay with Surabaya alone, Dr. Haryono is also organizing a consortium of universities in East Java to work on urban projects with their local city administrators.

Monitoring Meeting

Following the visit to Airlangga University, the AUICK IAC members had a monitoring meeting with four Surabaya City officials who had participated in the workshops held in 2004 and 2005. There were six other officials who had participated in the workshops held from 1996 to 2003 in attendance. The meeting started with opening remarks by Mr. Sasayama.

Dr. Haryono Suyono, an Indonesian member of IAC, chaired the meeting, representing AUICK.

Representing the Surabaya Municipal Government, Dr. Muhlas Udin co-chaired the meeting. He attended the First 2004 Workshop on UNFPA Goals and Urban Policies as a liaison officer for AUICK’s activities in Surabaya City. However, as he became very busy with his current commitments, Mr. Togar Alifin Silaban, Chief, Urban Infrastructures Division, Urban Development Planning Agency has been an acting liaison officer.

Mr. Togar Alifin Silaban attended the Second 2004 Workshop on AUICK Associate Cities Research as a member of the Surabaya Baseline Survey Team. He reported: “This year the direct election system for mayor by the people was introduced and the incumbent mayor Bambang DH was re-elected by the people. Since Mr. Bambang became the mayor two years ago, a lot of proposals to urban planning have come directly to the mayor through my office from the people, including from a small community. A huge amount of the budget was
allocated this year to improve the physical infrastructure. But we need more money to allot the budget to all the areas in the city. In this regard, the substantial corporation is greatly appreciated. We have a cooperative initiative Kitakyushu City, Japan, to develop a composite system for solid waste. We submitted a proposal for a partnership program with JICA to the AUICK Office, and heard that it had submitted the Surabaya proposal to JICA. We greatly hope that it will be adapted by JICA.

Dr. Esty Martiana Rachmie, Head, Coordination Board of Municipal Family Planning, attended the First 2005 Workshop on Adolescent Reproductive Health and HIV/AIDS. As the action plan method was adopted at the workshop for the first time, the IAC members posed many of questions to her, and she gave informative responses.

Asked about the direct impact of the training, Dr. Esty talked about returning to Surabaya with an action plan for adolescent reproductive health. One aspect of the plan was to develop closer links between the National Family Planning Board and the city's health system. Indonesia has developed a very successful national family planning program since it began to take the population growth issue seriously in the mid 1970s. Dr. Haryono Suyono, an IAC member, is widely regarded as the architect of this program. The program was extremely successful as contraceptive use rates rose and fertility dropped precipitously throughout the country. While this was extremely successful in reducing fertility and promoting the health of women and children, it left a gap between family planning and health, which now needs to be filled. Dr. Esty's action plan was designed to do that. It would build closer relations between the local family planning centers and the primary health care centers, with special programs on adolescent health and the prevention of sexually transmitted diseases. Indonesia is fortunate to have relatively low levels of HIV/AIDS infection, only 0.7 per 1000, but the nation and city want to be sure the rate remains low. This means developing effective programs especially for adolescents in reproductive health.

Dr. Esty also reported that her colleagues and supervisors were pleased with the action plan and have generated a special budget for it in the 2006 fiscal year. She also noted that Mayor Bambang was especially happy to see the action plan and gave it his support.

Other administrators, alumni of AUICK training workshops made similar comments on the usefulness and practicality of the workshops. This was, then, a monitoring meeting from which AUICK could take some confidence in its workshops, especially in the new strategy of having participants produce action plans in the workshop.

Visit to Surabaya Community Activities

Dr. Haryono organized a series of visits to three local neighborhood organizations in Surabaya. The city has been especially active in promoting local neighborhood groups. A major source of this strategy has been embedded in Indonesia's economic development strategy since the early 1970s. An important example is the family planning program that Dr. Haryono built and headed for its first 25 years. Throughout the country local family planning groups were developed at the village and city neighborhood level to provide a personal network through which women could find information and support for limiting fertility. Similar programs were developed in agriculture, crafts, health, education, women's activities and other social services.

a. Community Cooperative (Koperasi Arta Kiprah-KAK)The first visit was to a neighborhood on the outskirts of Surabaya that had developed a local cooperative with the help of a major NGO, the Yayasan Kiprah Mandiri Foundation. The cooperative engages in a wide variety of activities. One is as a loan agency for local arts and crafts. Small loans are provided to members of the community to allow them to develop crafts and products for sale. Handicraft items, soft drinks and a highly refined coconut oil are produced for the market.

The Coop now has some 700 members, over 600 of which have taken out loans. The average loan last year was 218,000 Rupiah, or about US$ 21. These small loans go a long way to help make people independent, and here as elsewhere the repayment rate is exceptionally favorable.
Along with the cooperative, there is a community center that provides a variety of services, including free health check-ups, sound and recreation facilities, a covered market area, study assistance for school children and some vocational training courses.

Here is an active neighborhood group, working to make their lives better. Our visit, Dr. Haryono planned, was meant to honor them and keep the morale high.

b. Community recycling and cleanup program.

Then the AUICK group drove to another urban residential neighborhood closer to the center of town. An energetic and engaging local political leader told us how the neighborhood had organized to clean itself up: to organize a recycling program and to make community members more ecologically informed and concerned. A team of middle-aged women workers, "cadres" they are known as in Indonesia, work through the neighborhood, showing people how to reuse and recycle their waste products. They pick up papers, cardboard, plastics, cans and bottles to sell to commercial recyclers; use wet wastes to show people how to make compost; and generally work to keep the neighborhood and the houses and yards clean. The group has managed reduce solid wastes for the city pick-up by 60-70% for dry wastes and 25-35% for wet wastes.

Again, Dr. Haryono introduced us an effective neighborhood self-help group with which the AUICK group was very impressed.

c. Neighborhood kindergarten.

Like most adults, IAC members cannot pass children without smiling. Dr. Haryono arranged for us to visit a neighborhood kindergarten. A dozen teachers were managing about 60 pre-schoolers. The teachers had attractive Indonesian-style uniforms, the kids all had matching tee shirts, and two boys and two girls were dressed in the royal fashion of East Java, like little princes and princesses. The kids went through their paces, singing for us and counting in English and everyone went off with broad smiles.

Summing Up

The collaboration between AUICK and Surabaya seems to be paying off in a number of ways. Surabaya city administrators have participated in AUICK training workshops in Kobe. They have come away with useful technical advice and a participation in a network of urban administrators in other AUICK Associate Cities. They are also bringing home action plans which can then be implemented in Surabaya.

But Dr. Haryono Suyono is well aware of how quickly enthusiasm for new ideas and projects can wane, as staff struggle under the heavy day to day pressure of just keeping up. The problem is especially acute for local leaders like mayors and city officials, who face burgeoning population growth with inadequate urban infrastructure and social services. By organizing the IAC meeting in Surabaya, Dr. Haryono wants to help everyone keep the faith. He did this often before when he headed the Indonesian national family planning program. Bringing foreign dignitaries to Surabaya, honors the work the local leaders are doing. It gives them a sense that what they are doing is important and is recognized as such by others in the world.
AUICK's Strategy Development in Indonesia

Following the annual meeting of the AUICK International Advisory Committee (IAC) in Surabaya, a delegation flew to Jakarta, and visited the Indonesia Office of the United Nations Population Fund (UNFPA) and the Indonesia Office of the Japan International Cooperation Agency (JICA) on 5 December 2006, to discuss the possible future collaboration between the both bodies in promoting AUICK’s strategy development in Indonesia.

Visit to the UNFPA Indonesia Office

First, the AUICK delegation, composed of Dr. Hirofumi Ando, President; Dr. Haryono Suyono, Indonesian Member of the International Advisory Committee; Mr. Yoshikane Fujimoto, Executive Director; and Mr. Nobuyuki Morimoto, Deputy Executive Director, visited the UNFPA Indonesia Office and met with Dr. Bernard Coquelin, UNFPA Representative; Dr. Ghazy Mujahid, Advisor on Population Policies and Development; and Dr. Richard Joanes Makalew, Programme Coordinator for Population and Development Strategies.

UNFPA engages in an extensive planning process to develop its multi-year country assistance programs. This includes integrated planning together with other UN agencies, Indonesian government offices, universities and non-governmental organizations. The current UNFPA country program focuses on the most needy provinces and districts. In these areas, it assists in building data bases for district level programs especially in fields of reproductive health, HIV/AIDS and gender empowerment. There is also a new effort to integrate country level planning with UNFPA regional plans, under which AUICK is supported.

After a detailed presentation of UNFPA planning processes and current strategies, Dr. Haryono Suyono identified two different approaches used by UNFPA and AUICK and suggested ways of integrating the two. For example, UNFPA now focuses its efforts on a select number of provinces and districts considered the neediest. These have the lowest scores on various indices, such as the poverty index, human development index and gender empowerment index. AUICK, on the other hand focuses on developing model cities programs. Through effective training and data collection, the nine AUICK Associate Cities can become models of how to collect and use data for more effective management of urban population and welfare problems. These can become models for better urban administration throughout the country. In one area, there is already close affinity between UNFPA and AUICK strategies: the issue of South to South cooperation. AUICK already uses urban administrators from its nine cities to help each other develop effective population and development strategies.

Dr. Haryono also suggested important ways that the AUICK and UNFPA strategies can be more effectively integrated. For example, Surabaya can hold workshops for people from UNFPA provinces and districts. These workshops can provide information on the experiences Surabaya urban administrators gained in their AUICK trainings. Surabaya can also provide assistance in data collection and use in urban administration. Under AUICK assistance, Surabaya has completed a baseline data collection exercise and uses the data in STELLA modelling to examine possible future scenarios. These dynamic modeling exercises provide a useful way for urban administrators to examine their current conditions, plot about possible future developments and plan to enhance positive trends and alter negative trends.

The meeting provided an important opportunity for exchange of information on UNFPA and AUICK strategies and activities in Indonesia. The both parties agreed to remain in close communication or possible future collaboration between the two organizations.
Visit to the JICA Indonesia Office

The AUICK delegation also visited the JICA Indonesia Office, and met with Mr. Keiichi Kato, Resident Representative.

Mr. Kato briefed the delegation on the current support programs for local NGOs conducted by the JICA Indonesia Office. The delegation discussed with him and his staff possible collaboration between the JICA Indonesia Office and Dr. Haryono so as to promote his plan as mentioned at the meeting in the UNFPA Indonesia Office. The participants in the meeting agreed to further communicate with each other.

Committee Meetings

Executive Committee

Annual Meeting on 22 March 2006

On 22 March 2006, the AUICK Executive Committee held an annual meeting at a conference room of the Kobe City Hall.

In the opening remark, Mr. Kazutoshi Sasayama, Chairman of AUICK, reiterated AUICK’s determination to move ahead toward its goals, as the year 2006 marks the third year of the new strategic project.

First, the Secretariat presented an activity and budget plan for FY2006. There was a suggestion that AUICK further impress UNFPA with the fact that it receives a considerable financial support from the Kobe City Government.

Second, the Secretariat proposed the amendment of AUICK management rules regarding a new post of Special Advisor and an opening of AUICK account. The Secretariat announced that following the retirement of Mr. Sasayama, Mr. Tatsuou Yada, Mayor of Kobe, would assume the chairmanship of AUICK on 1 April, and Mr. Sasayama would continue to work for AUICK as Special Advisor from 1 April.

Lastly, the Secretariat briefed the outline of the First 2006 Workshop and Open Forum (UNFPA Seminar) to be held in June.

All the bills were unanimously approved.

Members Attended:
Shozo Takayose
Professor, Himeji Dokkyo University
Isao Mizohashi
Executive Director, Kobe New Town Development Center Co., Ltd
Takafumi Inoue
Auditor of AUICK, representing Executive Director, Civic Affairs, Culture and Tourism Bureau, Kobe City Government
Kazutoshi Sasayama
Chairman, AUICK
Yoshikane Fujimoto
Executive Director, AUICK
International Advisory Committee

Annual Meeting on 3 Dec 2005

On 3 December 2005, the AUICK International Advisory Committee held an annual meeting at the conference room of Hyatt Regency Surabaya, Indonesia.

Opening
Mr. Kazutoshi Sasayama, Chairman of AUICK, opened the meeting by describing briefly the activities of AUICK and thanking the IAC members for their support. He proposed that Dr. Haryono Suyono chair the meeting which was unanimously endorsed by the IAC members. Dr. Haryono Suyono agreed to chair the meeting, and invited Dr. Ghazy Mujahid, Advisor on Population Policies and Development, UNFPA CST in Bangkok, to make opening remarks. Dr. Mujahid expressed his appreciation to the AUICK Secretariat for inviting him to attend the meeting. He mentioned that UNFPA is currently concerned with two major issues. One of them is to forge closer linkage between the regional projects and the UNFPA country programs. He further suggested that since the AUICK project deals with wider issues than the main field of UNFPA, AUICK may consider liaising more closely with other UN agencies such as UNICEF and ILO. The second concern deals with the substantive issues of UNFPA. While reproductive health issues including HIV/AIDS continue to be the main focus of the Fund, it is increasingly concerned with aging issues and their implications to gender consideration since in most of the Asian countries women outlive men. Domestic violence against women is another issue of concern for the Fund.

Report on Main Activities in 2005

Training
The Secretariat reported that AUICK organized two workshops in 2005 on "Adolescent Reproductive Health and HIV/AIDS" and on "Universalization of Primary Education for Urban Poor." The Secretariat mentioned that the case studies on the themes of the workshops were: two studies from Surabaya and Khon Kaen on the first theme and two studies from Chittagong and Chennai on the second theme. A preliminary study on population and environmental protection issues in Weihai was conducted by the Secretariat to prepare for a future case study. The Secretariat then identified the two main problems with the workshops. One of them is related to the qualification of the participants. It is not always easy to get those qualified nominees who are in decision-making positions although AUICK relied on the help of the concerned UNFPA country offices and IAC members. The second problem is related to the Plan of Action (POA), which was introduced since the first workshop in 2005. It was apparently very difficult for the participants to prepare the adequate POAs by the end of the workshop session in part due to the limited amount of time.

Research: Case Studies
The case studies were also prepared for and presented at the two workshops. The selection of the theme of the workshop was not necessarily appropriate for Kobe and other cities. For example, the Universalization of Primary Education was not very useful for Kobe, Danang and Weihai because they had achieved that sometime earlier.

Information Dissemination and Management Activities
In 2005 two issues of the AUICK Newsletter were scheduled to be published. The Issue No. 44 focused on the Second 2004 Workshop. The Issue No. 45 focused on the First 2005 Workshop, and was published by the end of January 2006. The new book "ASIAN URBANIZATION IN THE NEW MILLENNIUM" was published by Marshall Cavendish Academic in March 2005. IAC and the Secretariat expressed its appreciation to two co-editors - Dr. Gayl D. Ness and Dr. Prem Talwar - for their valuable contribution. The conversion of all the undigitalized documents into html files has been already completed. The digitalized data will be uploaded on the AUICK Web-site by the end of December.

Mainstreaming of AUICK activities
Dr. Ando informed the IAC that AUICK has initiated the "mainstreaming" of its activities into UNFPA country programs as recommended by Dr. Sultan Aziz, Director of Asia and the Pacific Division of UNFPA and Dr. M. Giridhar, Director of CST in Bangkok. In Indonesia, Dr. Haryono has been in touch with the UNFPA Country Director in Jakarta in addition to facilitating the establishment of networks between Surabaya and other Indonesian cities. For Khon Kaen, in conjunction with the monitoring visit, he approached with the help of Dr. Krasae the National Institute of Development Administration (NIDA) in Bangkok and the UNFPA Office to formulate a modest project to establish a viable MIS in Khon Kaen. UNFPA Office kindly provided financial and technical support to the needs assessment mission of Dr. Adis Isanangkun of NIDA in May 2005. In August, Dr. Ando met with the senior city officials including the Vice-Mayor and a number of highly qualified researchers at the University of Danang who are willing to help the city increase its capacity to manage population and urbanization issues. He has also been in consultation with the UNFPA Country Director to link more closely the AUICK activities to the UNFPA country program of Vietnam.

Mid-term review by UNFPA
The IAC members were also informed by Dr. Ando that UNFPA conducted a mid-term evaluation of the AUICK project among other regional projects through a questionnaire.

Activities for 2006

Training
IAC recommended that the First 2006 Workshop deal with environmental issues and the Second 2006 Workshop treat population ageing. It also recommended that case studies for the first workshop be on the experience of Weihai and Chittagong dealing with environmental issues and those for the Second on Sarabaya and Chennai. Dr. Krasae suggested that better POAs may be developed by the workshop participants if a simple sample is sent to the participants in advance. Dr. Talwar also suggested that there should be more frequent or continuous process of POA formulation throughout the workshop session.

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should be more time allocated to it. The Secretariat agreed to their suggestions.

Information Dissemination

With regard to AUICK publication activities, Dr. Haryono suggested that a simple brochure to introduce AUICK be produced. Dr. Mujahid suggested that AUICK should promote itself more internationally, in particular through attending regional and international meetings. This will help increase the visibility of AUICK.

Research Case Studies

IAC agreed that the Secretariat select the authors of the case studies on environmental issues in Weihai and Chittagong. For this purpose, the Secretariat may further consult with the IAC members through e-mail. The case study on ageing in Surabaya will be prepared by Dr. Haryono, while the other paper on ageing may be prepared by someone in Chennai or in Kerala in consultation with Dr. Talwar.

Mainstreaming of AUICK activities

IAC endorsed the continued work of the Secretariat to further pursue the linking of the AUICK project with UNFPA country programs, in particular in Surabaya, Khon Kaen and Dang. This will require the revision of the work plan and budgetary provisions mainly related to missions of the Secretariat staff and one or two IAC members to these cities. The Secretariat will visit on its way home the UNFPA Office in Jakarta with Dr. Haryono to explore the mode of mainstreaming of the AUICK project into the UNFPA Country Program for Indonesia. The mainstreaming activities may require some budgetary revisions. Dr. Ness strongly suggested that in order to effectively link the AUICK project with UNFPA country programs, it is necessary to make institutional rather than ad hoc arrangements. For that purpose, he proposed that the experience of an ESCAP family planning action research be considered.

Management Issues

IAC agreed with the Secretariat proposal to have its next meeting in November 2006. Dr. Ness suggested that the future annual meetings should be held in each of the AACs so that the political incentive shall be given to each mayor of AACs, while the political incentive to Mayor of Kobe will be given through the workshops to be held in Kobe. After some discussions, the next meeting was tentatively decided to be held in Kobe.

Other Matters

The main monitoring method of interviewing the past workshop participants with their supervisors and peers now combined with POA was complemented by IAC especially in view of the fact that the monitoring session in Surabaya revealed that it had generated a considerable amount of political commitment not only to the AUICK project but also to the POA of the workshop participant from Surabaya. The Secretariat in consultation with IAC will continue to explore more effective monitoring methods.

Participants

IAC Members
Prem P. Talwar
Adjunct Professor, School of Public Health, University of North Carolina (India)

Haryono Suyono
Former Minister Coordinator for People Welfare and Poverty Alleviation (Indonesia)

Krasae Chanawongse
Advisor to the Prime Minister (Thailand)

Gayl D. Ness
Professor Emeritus, University of Michigan (USA)

Ghazy Mujahid
Advisor on Population Policies and Development, UNFPA CST in Bangkok, representing Mr. Kunio Waki, Executive Director of UNFPA

AUICK Secretariat
Kazutoshi Sasayama, Chairman
Hirofumi Ando, President
Yoshikane Fujimoto, Executive Director
Nobuyuki Morimoto, Deputy Executive Director
Midori Sumiyoshi, Staff

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On 15 December 2005, the AUICK Domestic Advisory Committee held an annual meeting at the president's room of Japanese Organization for International Cooperation in Family Planning (JOICFP), Tokyo.

The Secretariat reported the Annual Monitoring Tool (2005) and Annual Project Work Plan (2006) which the Secretariat is scheduled to submit to UNFPA shortly, as well as the minutes of the annual meeting which was held in Surabaya, Indonesia, on 3 December 2005.

Dr. Toshio Kuroda made a comment on the area of AUICK's current activities. While he appreciates the fact that UNFPA has been working so hard on reproductive health and HIV/AIDS as well as gender issues, he suggested that UNFPA return to its original mandate to deal with population issues in a broad sense. He requested that AUICK tackle with the original issues on how to address the policy implications of urban problems linked to population changes.

Dr. Kuroda stated that AUICK has been engaging in quite unique and marvellous activities with the support of a local government and an international organization, and has been contributing to the development of the medium-sized cities in Asia. He expressed his great appreciation for the contributions which have been made to the establishment and development of AUICK by the successive mayors and senior officials of the Kobe City Government who were quite active in promotion of international cooperation and exchange with Asian countries.

Member Attended:
Toshio Kuroda
Director Emeritus, Population Research Institute, Nihon University, and President of JOICFP

Join Us

AUICK welcomes your contribution

Sharing information is a crucial part of AUICK's activities. This newsletter is intended to be a venue for the exchange of information on urban and population problems in Asian cities. Your contribution to the newsletter is very important. Based on our regulations, payment will be made for published works. Please send your opinions, articles, information, papers, and pictures to:

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